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ABSTRACT

GRADES OR AGES: Grades 4-6. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections--one for each grade--each of which contains 5-10 units. All units are in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: An introductory section briefly lists conceptual and attitudinal objectives. It includes a detailed list of skill objectives. Each unit contains a content outline, a list of generalizations to be developed through discussion, and a list of "reflective questions" for students. Some units also contain lists of suggested activities. INSTRUCTIONAL MATERIALS: Each section includes a list of teacher references, student references, films, filmstrips, and recordings. STUDENT ASSESSMENT: A categorized list of methods for evaluating acquisition of concepts, attitudes, and skills is included. (RT)

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Grades 4-6

curriculum guide to social studies

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How to Use This Bulletin

This bulletin is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher. He may choose what he wishes and use it in the manner he finds best suited to the needs of his pupils. Many teachers will find nothing new in this bulletin. Others, we hope, will find it to be a useful guide.

An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think. The revolution in teaching Social Studies is no less than the revolution in teaching mathematics. No longer can teachers teach only the facts. When he has taught the facts, he has done only a part of the job. After teaching a student how to *use* the facts, how to verify a statement by the use of facts is the other part of the job. This is where the use of teaching pupils how to form a generalization or a conclusion (and to analyze the data or facts which support it) becomes the means by which the art of thinking is taught. Generalizations may also be used as objectives for lessons or units to be examined in the light of facts at hand. Always the student should be made aware that an open mind seeks new evidence as time goes on, so that the generalization may be eventually strengthened or discarded as false. No attempt has been made in this publication to formulate the most important generalizations for a unit. The ones offered are merely examples of how a teacher can formulate them for his own purposes of teaching. Nor are they offered as the only means to develop thinking. They are, however, a very effective method.

The *Content Outlines* are made in detail and in such number that teachers will probably not be able to find time to use all of them. Here again the teacher is at liberty to choose whatever he has time for and to consider the important topics at the moment.

The *Reflective Questions*, like the generalizations, are offered only as suggestions with no attempt to make them

the most important questions that should be asked on a certain unit. Some of them will be more provocative than others. But all should provoke reflection, require some analysis of data or facts, and enable the student to form some conclusions.

Any textbook can be used with the units in this bulletin. It will require some planning and selection on what chapters or sections of chapters to use. It is also hoped that many other materials—pamphlets, paperbacks, other books, magazines and newspapers—will also be used in addition to a text. No student should finish a course thinking that the contnts of one book provide the only source of information. In the comparison of data and establishment of the reliability or authority of an author, a student can come to judge what is truth and what may be the bias of one individual. He will thus be better prepared to question, sift evidence, and come to valid conclusions.

The section on *Evaluation* is valuable as a source of suggestions for testing students' progress in learning how to think, and in the knowldge of factual information. Enough guide lines are given so that the teacher can construct his own tests as best fit his needs.

Many teachers will need to revise their method of teaching. It will require much planning and effort, but the reward of better planning should be better teaching. Many teachers will not need to use the suggestions herein, for they already have acquired the skill of teaching students to think. If this revision of curriculum and method succeeds in teaching students some of the answers to the question, "Who is man?" and some of the possible answers to man's most persistent problems, it will not have been done in vain. Better social studies teaching and learning in Indiana are its aims.

The Orientation Statement

This statement serves as an excellent yardstick for measuring the validity of the claim of any portion of content for inclusion in our recommended guide. It serves equally well in measuring the validity of content now in social studies programs as far as retention of that content in the new curriculum is concerned. In short, all content must fall within the framework of the *Orientation Statement*, before it is included as a part of the recommended guide. The Committee feels that social studies programs built upon the *Orientation Statement* will better endow graduating seniors with an understanding of the social, political, and economic realities around them and with the capacity to deal with those realities objectively and competently.

The *Orientation Statement* consists of a series of basic questions which the student may be expected to encounter, understand, and answer with an increased degree of insight. Since the questions are fundamental, answers to them require a continuous search for the truth, suggesting caution in accepting final answers to important questions. It is, however, a sound practice in American education to engage young people in a search for answers to significant questions, even though definitive answers to such fundamental questions are not readily available.

We recognize, also, that there are factors which limit the extent to which students might examine the questions suggested by the *Orientation Statement*. One such factor is that of instructional time. Even with a kindergarten through grade twelve requirement in social studies, the time for penetrating study of all suggested questions is limited. Levels of maturity and range of academic ability of even senior high students also impose limitations. The concern, however, is that students be engaged in important study, even though it be somewhat restricted.

Orientation for the Social Studies

Introduction

Structure for the social studies is suggested by questions about man, how he attempts to meet his needs, how his efforts are affected by factors sometimes within his control—sometimes not—and problems that have always made his life more difficult.

Pupils at every grade level should have the opportunity to study material which will help them to understand these basic questions and to make relevant judgments about "how" and "why" and "where from here." They should be encouraged to evaluate the effectiveness of man's efforts to meet his needs and to solve his problems. Quite obviously, pupils at various age levels will deal with these questions with varying degrees of sophistication. It is also assumed that some questions will be emphasized more at some grade levels than at others.

The questions of fact which make up the basic structure do not predetermine specific content. Content which is most appropriate for each age group, which is likely to be most useful in helping pupils to think reflectively, which will foster the development of valid concepts and beliefs, and which will contribute to an accurate view of man's experience should be selected.

Who is man?

1. What knowledge have we concerning man's origin and early development?
2. How and why did man migrate to all parts of the world and how does this migration affect his physical, social and emotional characteristics?
3. What are the factors which influence the development of personality?
4. What have been man's goals, needs and drives? Is there a "universal human nature"?
5. In what ways has man viewed his place in the universe? How has he chosen to express his views?

What arrangements has man made to meet his needs and desires?

1. What are the non-governmental means by which society regulates the behavior of its members?
2. What governmental arrangements has he used?
3. What economic systems has he devised?
4. What are the institutions that man has created in order to further his ends?

What factors beyond the immediate control of man have influenced his behavior?

1. How has man's behavior been shaped by his biological nature?
2. What are the geographic conditions which have influenced the nature of man's institutions, his physical and emotional make-up, and how he lives?
3. What has been the influence of man's cultural environment?

What effect does learning have upon the directions man takes and the changes he has made in his culture?

1. What part have ideas played in determining man's direction and destiny?
2. How has the general level of education affected man's institutions, values, aspirations, etc.?
3. How has science and technology, with man's increasing control of the universe, affected his way of living, goals, political arrangements, degree of interdependence, etc.?

What are the persistent problems man has faced in his efforts to satisfy his needs and aspirations?

1. Resolving conflicts of interest—personal, inter-group, international.
2. Subduing the (seemingly) unfriendly aspects of the environment—disease, natural barriers, uneven distribution of resources, etc.
3. Finding ways to close the gap between "unlimited wants and limited resources."
4. Extending the use of rational means for solving problems in whatever areas problems exist.
5. Developing a philosophy and a way of life that provides incentive and drive to discover, to improve, to grow,

but at the same time calls for respect for the worth and the rights of all people, and which also holds possibilities for the release and use of the creative efforts of all.

6. Curbing the aggressive behavior of individuals and groups and nations who seek to impose their will upon others by pressure or force.
7. Developing the understanding that all aspects of any culture must be viewed in relation to the total culture.
8. Developing an understanding and a feeling of empathy for cultures and sub-cultures of other people.
9. Recognizing the need for and the inevitability of change, timing and executing change in such a way that the best traditions of the past will be retained and integrated with the new.
10. Devising institutions and arrangements that combine the need for order with the desire for maximum individual liberty.
11. Choosing leadership, both formal and informal, which is best qualified to lead in a given situation.
12. Meeting the problems of social dislocations that result from technological change.

Application of Orientation Statement. More specifically and precisely, how is the *Orientation Statement* used? It serves as a yardstick for measuring the merit of proposed content. One step intervenes, however, before the content itself is selected. This intervening step concerns the selection of generalizations that relate to and support the *Orientation Statement.* To say this in another way, the *Orientation Statement* is used to screen and select generalizations. Such generalizations should not be regarded as final truths, but as tentative statements that explain important data.

Use of Generalizations

As a concrete illustration of the use of the *Orientation Statement* and generalizations for selecting content, consider the following:

"All of man's social institutions are influenced by geography."

It is now necessary to consider this question: Is this statement a generalization? That is, does it validly explain data or specific facts regarding man's social institutions and geography as well as the relationship between the two?

It would seem that the statement could be accepted as a generalization, at least tentatively, because it is derived inductively from a number of specific examples. For instance, the institution of government was developed early in the river valley civilizations. This development and the nature of the political institutions created were influenced by the geography of the river valleys. That geography enabled relatively large numbers of persons to live in close proximity; control of river flooding and irrigation made some group control necessary; and the group controls that were developed in many cases were related to this need. Likewise, the political institutions developed in the Greek city-states were limited initially to a very small area, primarily because the geography of the region made travel impossible.

The presence of natural resources, which are an aspect of geography, influenced the economic institutions of man from Biblical times or earlier to the present. The cedars of Lebanon affected the economy of these early peoples. The iron and coal deposits in central Europe still affect the economies of European countries.

In Nigeria the religious institutions have been influenced appreciably by geography, in that the Muslim religion is the dominant faith in northern Nigeria. This result followed because the horse-riding followers of Islam were able to penetrate the Nigerian area only to the forest areas. Where transportation by horse was not feasible, in this selected instance, they were not able to extend their religious influence.

In short, the generalization under study has been derived inductively from facts and events similar to those previously described:

> Men found that group living in congested river valleys made government necessary and the government they created met specific needs arising out of their river valley geography.
>
> The geography of Greece made distant travel difficult in ancient times; thus the governmental units the early Greeks created were limited to a local geographic area.
>
> Cedars grew in ancient Lebanon and iron and coal are found in central Europe. In both cases, these natural resources—an aspect of geography—affected the economic institution man developed in the respective geographic areas.

> The forest line in the northern portion of Nigeria stopped the horse-riding spreaders of the Muslim faith. As a result, the religious institutions man developed in the plains area, in this specific instance, differed from that developed in the forest of southern areas.

What general statement adequately and accurately encompasses data of this type? Evidence of this type seems to support the generalization under scrutiny that: *"All of man's social institutions are influenced by geography."*

Two things should be kept in mind at this point. First, much more supporting evidence of a generalization must be sought than the few samples of such evidence as listed above. Time and space considerations limit those listed. Second, as supporting evidence is sought, *so should damaging evidence be sought.* This objective search for all evidence, both damaging and supporting, is what has advanced human knowledge and understanding. Students should be rigorously trained to approach their study in the same manner.

Why bother with supporting and damaging evidence? Why not teach the generalization directly? This question comes to the mind of many social studies teachers as they are pressed to cover more and more content. The answer to that question is simple and definitive. Our objective is not rote memorization of ideas others have gained, but a true understanding of those ideas. This understanding cannot be attained unless the learner has some knowledge of the derivation of the idea and some facts or evidence marshalled in its support. The ability to explain an idea and the ability to support it are perhaps as important as "believing" it. It is certainly true that deep commitment to any value or proposition is obtained only when the learner is convinced himself of its validity. This conviction arises out of an understanding of the facts or evidence supporting the value or idea in question.

Freedom to Teach and to Learn

The maintenance of intellectual freedom in American schools is essential to effective instruction in the social studies. Two major related elements are present in the practice of intellectual freedom: freedom of teaching and freedom of learning.

For many years the American public and educators have accepted without qualification the proposition that students, as future citizens, need to develop skill in making sound decisions. To remove controversial books from libraries, impose arbitrary censorship on instructional materials, or insist that one special interest group has a monopoly on the truth would reduce the freedom of the students and cripple their decision-making powers. Sound decisions can be reached only if both the student and teacher have an opportunity to examine divergent views concerning persistent issues, for the truth is not easily found in serious social problems. If the teacher is forbidden to talk about certain vital topics in the classroom on the grounds that it may offend some person or group, one major aim of education—the development of a dedicated, enlightened citizenry—is distorted. It follows then that the conservation of the American heritage—indeed the Western heritage—is dependent upon the free exchange of ideas. A loyalty based on reason and careful inquiry is the most enduring commitment. As John Milton argued in the immortal *Areopagitica* (the classic defense of freedom of thought in the West) : "A man who believes because he is told to believe and knows no other reason for doing so, is essentially a heretic unto the truth, even though his belief be true, yet the very truth he holds becomes his heresy."[1] Milton's declaration has been supported by careful research in the social sciences during the last few decades. Wrote one distinguished American scholar of anthropology: "A sound culture must live, that is develop, change, re-adjust. This implies the existence of an independent spirit, or a critical intelligence, and an emotional life which has a wide scope in choice and range, that is, a wide scope of freedom."[2]

In a totalitarian society textbooks are written and frequently revised to conform to the prevailing "party line" while teachers and students are systematically indoctrinated with those ideas or goals endorsed by the state or the ruling elite. Intellectual freedom, with its emphasis on respect for the integrity of the individual, is therefore meaningless in either a communist or fascist culture. Intellectual freedom is not, however, an unbounded liberty or inviolable doctrine.

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[1] Spitz, David, "Milton's Testament," *Antioch Review*, 13:290-302.

[2] Malinowski, Bronislaw, *Freedom and Civilization*, p. 326, Indiana University Press, 160.

Teachers must exercise professional judgment concerning the relevance of issues, the maturity of students and the goals of instruction.

In the last analysis the case for the educative use of controversy rests on the propositions:

1. Controversy is inevitable in a democratic pluralistic society.
2. Controversial issues encompass both the needs of society and the individual, thus providing a significant motivational force.
3. A dynamic, complex culture which is uncriticized perpetuates contradictions and conflicts.
4. Judicious, objective treatment of sharply opposing ideas in an atmosphere which emphasizes the rules of logic and critical inquiry is indispensable to the creative resolution of conflict—an essential step in the preservation and improvement of what historians and philosophers have called the "American Way."

Goals and Learning Theory

Early in their deliberations, the members of the Committee felt the need to make explicit their conceptions of the general aims of the social studies, philosophy and principles of learning which give direction to the process of instruction. After extensive inquiry and discussion, the statements contained in the following paragraphs were adopted.

General Aims of the Social Studies

1. To involve the pupil in an investigation of a vast reservoir of significant knowledge in the social sciences with a view to the development of insights and understandings of man's persistent problems.
2. To develop desirable study and research techniques that will enable him to gather and organize data and to communicate effectively the results of his research.
3. To aid the pupil in developing a sufficiently comprehensive set of tested ideas, beliefs, and values which he

is able to use in making practical decisions in public and private affairs. Prominent among these ideas, beliefs, and values are:

a. An understanding of and a reasoned faith in American democracy.
b. An appreciation of our own culture and cultures of other countries.
c. A respect and appreciation for the worth and dignity of every individual without prejudice against any race, creed, or ethnic difference.
d. A commitment to the preservation of the rights, privileges, and responsibilities of free men.
e. An understanding of the nature of totalitarian techniques and ideologies which oppose democratic beliefs.
f. A realization that we live in a dynamic society and that we must learn to recognize the need for change, to initiate it, and to adjust to it or modify it according to our American values.
g. An understanding of man's increasing control over the forces of nature as a major factor in accounting for the ways in which he lives and an acceptance of responsibility for controlling these forces.
h. An understanding of the interdependencies among individuals, societies, regions, and nations.

Statements Relative To Learning

1. Learning is greatly facilitated when pupils have clearly understood purposes and the desire to learn.
2. Learning experiences bcome more effective when organized around generalizations and their interrelationships.
3. Opportunities to generalize facilitate learning and improve retention.
4. Relating new information to past learnings and anticipating other uses for information help pupils grasp and retain learning for a greater length of time.
5. Learning is evidenced in the drawing of valid generalizations:
   a. Teaching toward or from generalizations insures more effective learning than teaching toward the accumulation of facts.

b. Isolated facts are significant only so long as they contribute to the mastery of a concept.

c. People learn by advancing from established concepts to abstract generalizations.

6. Pupils learn more when individual differences are recognized and when learning experiences are planned with reference to the maturity, abilities, interests and previous experiences of each pupil.

7. Learning is facilitated and more nearly permanent when the learners are aware of the worth of what is learned and participate in the determination of the immediate goals.

8. Pupils learn most effectively when learning experiences are arranged in a simple to complex sequence.

9. The quality of learning is increased when emphasis is placed on discovery, problem solving, critical thinking, and creative expression.

10. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

11. The transfer of learning is improved when pupils discover relationships to former learnings, and when they apply the principles derived from these relationships to a variety of situations.

12. Learning is fostered by a school situation in which there is conscious effort to develop the rational powers of the pupils, and where the faculty respects thought, rewarding its pupils for progress toward the goals that it values.

The Nature of the Intermediate Grade Child

The intermediate grade child is approximate between the age of nine and twelve, but age is about the only characteristic common to children in these grades. Differences differ greatly

as shown by hair, eyes, facial and body characteristics. Individual differences in interests and ability have become more pronounced than in the primary grades.

However there are some characteristics of the intermediate grade child about which we can generalize. Girls usually have forged ahead in mental development, but both have insatiable curiosities and are eager to learn. Boys and girls no longer play together, but boys especially have a keen interest in "the gang." They are more selective in their friendships and are eager for the approval of their peers. By this time, they have developed a critical sense of right and wrong, fair play, and justice. They have a keen desire to be successful, but are easily discouraged if the task seems too hard.

Sex differences in reading interests appear at the intermediate grade level. In these grades both boys and girls enjoy mystery, adventure and history. But boys have become more interested in facts, while girls tend to like novels, poetry, stories of home and school, and fairy stories.

Intellectually they need many first-hand experiences upon which to generalize, but are able usually to make comparisons, to see cause and effect relationships, and to anticipate the consequences of action. Havinghurst[1] tells us that the child at this age is more interested in the areas of impersonal relations than in the area of human relations. He wants to explore things, processes, and his surrounding world. He is just beginning to feel his way into the world of nature.

Toward the close of this period he has an interest in faraway places, but relative time relationships of events are very hard for him to comprehend.

Hero worship is a characteristic of this age, but there is a difference of opinion as to where the child looks for models. Some say he imitates historical models. Others feel that he looks nearer home, imitating adults within his observation while still others feel that individuals in the child's peer group furnish his picture of what he wishes to be.

Havinghurst has characterized this age "as an age of activity, of explanation, and investigation."

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[1] Havinghurst, Robert J., Human Development and Education. New York, Longmans Green, 1953.

Social Learning

In thinking of social studies we very limit its scope to the information derived from books, periodicals, encyclopedias and discussions. However, the school and the classroom itself are rich laboratories for social learnings which are a vital part of social studies. The way in which the school and classroom are organized, the opportunities for interrelationships among boys and girls, the degree to which sharing and interacting are nurtured, and the responsibilities which boys and girls are encouraged to assume bring about factors which are integral parts.

The acceptance or non-acceptance of all members of the group is a part of this area. This social living in the elementary school can lead to improve social living throughout life.

Teacher-pupil planning with the teacher as one member of the planning group; the delegating of classroom responsibilities for the classroom setting and the organization of materials plus the sharing of ideas and experiences are ways in which the classroom becomes a social studies laboratory.

Within the school there are responsibilities and activities to be shared which enrich social studies teaching. A class may share with another class outcomes of an excursion, or a summary of a unit. A class may assume the responsibility for clearing out the debris which the wind has blown into the shrubbery around the school.

These indeas concerning social living within the classroom and school should suggest that the ways in which the school and class room are organized produce rich areas of social learning, a vital part of social studies.

Reflective Thinking in the Social Studies

Certain conditions must exist before the intermediate grade child takes part in reflective thinking. There must be a problem which is important to the child, and then he must have his thinking directed to the solution of that problem. In the end he should be able to test his solution and see how well it worked. Such thinking should result in identifying certain generalizations. The type of problem solved depends on the maturity of the pupils, and should tend to lead pupils away

from the solution of problems by chance, guess or blind prejudice.

Problems which call for reflective thinking may be classified under four heads.

1. *Problems of definition.* We are trying to classify an idea or a thing. For example: "What do we mean by a 'foreigner'?" might be a sample of a problem of definition leading children to see that in certain situations we ourselves are "foreigners."

2. *Factual problems.*

   a. We are trying to decide what really happened or which of two or more plausible versions is true. For example, which stories of some of our national heroes are true, and which have been handed down as true stories, when they are really legendary?

   b. We are trying to decide inductively what principle or generalization may be drawn from a set of data. For example: Does the information concerning westward migration in our country lead us to conclude that all people moving westward were adventurous?

   c. We are trying to decide deductively whether a given principle or generalization fits a given set of facts. For example: Does the principle that "the environments in which people live determine their social and cultural behavior" mean that we in Indiana do have some customs and practices which are different from those of people in Florida?

   d. We are trying to decide the cause of an event, or which of two or more possible explanations correctly accounts for the event. For example: Was slavery the cause of the Civil War?

3. *Value Problems.* We are trying to decide which of two or more values, or which of two or more courses of action is good or best. For example: Would it be better for the class to contribute generally to the Community Chest, or to select certain agencies to which it will contribute?

4. *Social Problems.* These are usually a complex of related problems. To use reflective thinking in solving a social problem means breaking it down into its parts. For example: Do intermediate grade children have a responsi-

bility on the playground toward younger boys and girls? If so, what is that responsibility?

The elementary school is a laboratory in which children are given the opportunity to participate in activities which foster the development of problem solving skills.

Black[1] and others list the following steps in problem solving:

1. Identifying the problem.
2. Comparing the present problem with previous experiences.
3. Formulating a tentative solution.
4. Testing the solution.
5. Accepting or rejecting the solution.

These steps require communication skills, study skills, skill in use of maps and globes, and skill in group working and living.

Social Studies Skills

It is the function of social studies in the intermediate grades to develop certain skills which are necessary if children are to be intelligent students. Since these skills should be the outcomes of almost all social studies areas, they are not assigned to separate units but are grouped together for the teacher to use as a check list, whatever the unit of work.

Reading Skills

The child:

Locates materials by using simple bibliographies;
Learns to use the table of contents, glossary, index, and list of maps to locate sources of information;
Grows in better choices of selection of research materials;
Uses topic headings in comprehension and selection of main ideas;
Perceives paragraph organization and recognizes progression of ideas;
Organizes ideas and interprets information from maps,

[1] National council for the Social Studies. Social Studies in Elementary Schools. 1962.

globes, charts, diagrams, and illustrations;
Learns to use skimming and rapid reading for appropriate purposes;
Understands and interprets accurately material at his reading level;
Makes use of simple dictionary and glossary to understand and make vocabulary more meaningful;
Visits school or public library and uses the facilities appropriate for his ability, and
Grows in use of wide reading related to specific content.

Map, globe, chart and graph skills

The child:

Understands and interprets map keys and symbols;
Understands the meaning of parallels and their use;
Understands and interprets a simple scale on maps and globes;
Interprets and uses globe symbols;
Comprehends the relationships between maps and globes;
Interprets simple graphs, charts, and tables, and
Develops skill in making simple maps, graphs, and charts.

Speaking and Listening Skills

The child:

Listens actively and thoughtfully in order to participate effectively in discussion;
Listens intently and critically to accept responsibility for accuracy for what is said;
Differs courteously, when necessary, with the statements of others;
Uses effective language of his own in outlining, organizing ideas, and presenting reports;
Speaks clearly and distinctly from outlines and notes, using appropriate social studies vocabulary with understanding and correct pronunciation, and
Serves successfully as chairman of a group activity and assumes leadership for the presentation.

Writing Skills

The child:

Expresses his thoughts legibly;

Expresses his thoughts clearly, accurately, and with sequence of thinking;
Takes notes based on observation, reading, listening experiences. . . .
Prepares an outline and organizes ideas for a written report;
Records information accurately and corectly as needed;
Proofreads his writing and corrects errors in accordance with his ability;
Keeps accurate records;
Keeps an individual list of words and realizes the importance of correct spelling;
Makes his own vocabulary list with words spelled correctly;
Grows in working independently with various resource materials, and
Learns to make a simple outline.

Problem Solving Skills

The child:

Recognizes and identifies a problem area;
Sees the various aspects of a problem, defines specific problems, and formulates questions;
Decides on sources of information from various media;
Recalls and compares the elements of the present problem with previous experience;
Formulates a plan of action and engages in various teaching-learning experiences:

1. research
2. group work
3. dramatics
4. handcraft, art, music
5. speaking, writing and listening;

Formulates and tests a selected solution after careful appraisal of information gathered;
Evaluates the selected solution and procedures, and
Formulates conclusions or generalizations concerning the original problem.

Group Work Skills

The child:

Recognizes and identifies the problem and shares in plan-

ning the group activities for the solution;
Assumes responsibility for a definite share of the work;
Assumes some role of leadership or accepts leadership role of others;
Works cooperatively to make a presentation to the class of results of the group activity, and
Evaluates achievement of group and identifies areas for improvement against previously determined standards.

Dramatic Play Skills

The child:

Develops generalizations and deepened insight into human relationships and into understanding of a situation through identification with a character and participation in a dramatization, and
Identifies new problems to be solved through the participation in the dramatization or critical observation and discussion.

Art, Craft, and Music Skills

The child:

Listens to and recognizes music of various composers related to area of study;
Participates in typical folk songs and music of period of time under consideration;
Appreciates and understands music as an expression of the emotions and interests of people;
Studies and recognizes paintings, sculpture, and art objects associated with an area of study;
Uses various art media to express ideas and to satisfy aesthetic feelings;
Participates in first hand industrial arts experiences to reconstruct man's adaptation to his environment in the past and to achieve a deep respect for the skills and artistry involved, and
Participates in concrete industrial art activities to understand how people today cope with their environment.

Individual Differences in the Intermediate Grades

By the time the child reaches the fourth grade individual differences in interest, background, ability to read, and ability

to comprehend have become quite noticeable. These differences can cause the intermediate grade teacher much difficulty in choosing activities and materials. Sometimes these differences are characteristic of entire groups. In a privileged section of the city an entire school or classroom may find its student group capable of doing a more penetrating job than is suggested in this outline. In other cases, the converse is true and the majority of an entire school may need adjustments made because of their limited ability to read and comprehend. More often it may be individuals or small groups. Observers usually find the largest portion of the class of average ability and background with small minority groups at either end. This is the situation which faces most intermediate grade teachers. If often proves difficult to handle.

Differences in interest and background

The trend today seems to point to our need for cultivating differences in children rather than pressuring children to be conformists. Individual differences in interests, points-of-view, and skills seem to lead to more creative living and valuable contributions to society. Social studies offers rich opportunities for diversity in acquiring information and allowing the group to benefit from various research findings by students.

A major problem has to do with less privileged areas, with children who have been deprived of many of the experiences of more fortunate children, and who can therefore bring little background to social studies areas which may have real interest and meaning for upper class children.

The culturally deprived child needs more concrete experiences than do the more fortunate ones, and the areas chosen for study must bear some relationship to that child's previous experience and background. We must understand that the generalizations and content as outlined are intended for the large middle group. Adaptations and adjustments should be made by leaving out certain portions not suited to a certain group, or adding more difficult content and material for the child with richer background. Providing for the gifted child should mean more than merely referring him to encyclopedias or other difficult references, but should provide guidance in penetrating some social studies problems to a greater depth.

Committee work, individual research and reports are good ways of taking into account these variations. A group work-

ing on a certain phase of a unit may have chosen that area because of special interest, while other groups may choose other areas in which to work. Individuals may likewise choose for research an independent study a special area related to the general topic. Choices will depend on previous experiences of students and their special interests.

Differences in ability

Differences in ability are usually centered around reading problems, and problems having to do with understanding new or unknown concepts. At the present time one can find more social studies material for the academically talented child than for the less capable ones. The more advanced students can compare sources, learn to use various kinds of material, and can learn to apply previously learned concepts and skills to a new situation. The less talented child can gain much from studying pictures and their captions, from using easier sources where they are available, and from hearing discussion and reading by others.

In general, however, providing for individual differences is a problem of choosing and adapting curricular offerings, and not giving the less fortunate child a "watered-down" version of topics which have little meaning for him.

Evaluation

Evaluation is a gathering of evidence to measure the extent to which social studies goals have been achieved by teacher and children. Evaluation is a continuous process and is carried on throughout all social studies teaching-learning experiences in each unit. Evaluation is cooperative, as children and teacher work together daily to appraise aspects of the work. Evaluation is both formal and informal—ranging from standardized tests to observational techniques. Evaluation requires that the teacher consider the interests, background, needs and abilities of the child as social growth is measured.

Multiple learnings are evaluated in terms of pupil:

Achievement of social studies knowledge and generalizations;

Development of attitudes, appreciations and social behavioral relationship;
Development of reflective thinking and problem solving;
Growth in use of social studies skills.

Techniques for evaluating achievement in knowledge and generalizations are:

Standardized tests
Oral quiz
Individual reports
Formal presentation of a group
Group discussion
Check list

Teacher-made tests:
- Multiple choice
- Completion
- Matching
- Alternative response
- Essay

Procedures for evaluating the development of attitudes, appreciations and social behavioral relationships are:

Observation
Anecdotal records and recordings
Children's autobiographies, diaries and logs
Individual interviews with children and parents
Check lists and rating scales
Questionnaires
Sociograms
Projection Techniques
Interest and leisure time inventories
Dramatic play
Pupil-teacher evaluation of cooperative standards of acceptable social behavior

Techniques for evaluating the development of critical thinking are:

Observation and notation of how children:
- Interpret maps, globes, graphs, charts and pictures
- Select and use various sources of information
- Recognize, identify and define a problem
- Organize a method of solution for a problem
- Draw inferences and apply conceptual learnings to specific situations

Standarized and teacher-made tests
Oral and written reports
Group discussion
Self-evaluation

Fourth Grade

Indiana in a Regional and World Setting

Children at the fourth grade level examine the culture and physical environment of Indiana, life in Indiana in the past and present, and contrasting ways of life in other areas of the world. The regional, national and world relationships are a part of the study. INDIANA IN A REGIONAL AND WORLD SETTING was placed at fourth grade level because children at this age are ready and eager to learn about people in a larger community, their relationship and interdependence with other peoples of the world, and to understand their responsibility in the future life and growth of that community. The use of travel experiences, visual aids and imagination enable children to picture and comprehend the hardships and adventure of the past, some of the present problems, and the hopes for the future. Therefore, the logical sequence at fourth grade level is the study of local-county-state community, and studies of comparable or contrasting regions of the world.

Unit I — General Overview

Unit II — How people lived in Indiana in the past

Unit III — How people live in Indiana today as part of the regional, national and world community (Detailed Unit)

Unit IV — Contrasting ways of life in other areas (another state, region or country)

The number of area units and time allocated to each will be determined by the experience, interest and needs of the children. Knowledge of the cultural areas and specific countries studied in grades five through eight should be carefully considered in the choice of areas for the fourth graders to compare and contrast with life in Indiana.

Unit One

General Overview

This is a general survey unit with emphasis on map and globe study skills to acquaint the child with the physical geography of Indiana and Indiana's relative position in the region of midwest states and the world. The child briefly surveys the role of man in Indiana in adaptaion to his environment, establishing a background of knowledge for depth in the succeeding units. The learning concept presupposes knowledge and this brief overview provides suggestions for possible posing areas of study.

I. What is Indiana's relative position in the region, nation, and world?
   - A. Indiana's location in the region
     1. As one of great lakes states
     2. As one of Ohio river valley states
     3. As one of midwest states
   - B. Indiana's location in the nation
     1. As one of the 50 continental states
   - C. Indiana's location in the world
     1. Position in North American continent
     2. Hemisphere loaction
     3. Relative position to other land areas and/or countries of the middle latitude
   - D. Midwest's location in the world
     1. Position in North American continent
     2. Hemisphere location
     3. Relative position to other land areas and/or countries of the middle latitudes

II. What are the land forms and natural resources?
   - A. Physiographic regions of Indiana
     1. Northern lakes region—effects of glacier
     2. Central plains—effects of glacier
     3. Southern uplands
   - B. Location of natural resources
     1. Soil
     2. Minerals
     3. Timber
     4. Others

III. What is the climate of Indiana?
- A. Seasonal climatic changes in Indiana and the midwest region
- B. Effect of climate on food, clothing, shelter, recreation and work
- C. Effect of climate on plant life: fruits, vegetables, grains
- D. Effect of climate on animal life: wild and domestic

IV. Where do people live in Indiana?
- A. Location of population centers
  1. Port cities
  2. Transportation centers
  3. Cities located near raw materials
  4. County seat towns
- B. Rural areas

V. What institutions have the people developed to meet their cultural and physical needs?
- A. Family
- B. Churches
- C. Government
- D. Schools
- E. Workgroups: agricultural, semi-skilled and skilled, business, professional

VI. What kinds of work in Indiana help meet the basic need of the people?
- A. Agriculture
- B. Manufacturing
- C. Mining and quarrying
- D. Services

Generalizations

1. Man's political and cultural responses are influenced by such geographical factors as location, climate, distribution of natural resources, land forms, soil, natural vegetation, and animals.
2. Man applies both physical and mental labor to his natural resources to satisfy his basic needs.
3. Man's ability to use his environment is a determining factor in his cultural development.

4. Regional differences in the physical environment are met by a great variety of human responses.
5. Man's response to the environment and his use of available resources, affect all economic life.
6. Basic needs are satisfied in various ways, depending upon natural resources and cultural and physical environment.

Reflective Questions

1. How can you always pick out the location of Indiana on any national, continental, or world map?
2. What are some of the reasons why you and your family live in Indiana?
3. By studying a map can you tell that many people find Indiana a good place to live?
4. If you travel in four directions from your home, what states will you reach?
5. How does the change of seasons affect us?
6. What are some of the ways the people build a good community?
7. If you were to plan a special trip in Indiana, where would you go and what form of transportation would you choose? Why?

Unit Two

How People Lived in Indiana in the Past

In this unit the child explores the historical past of Indiana and develops an understanding of the reasons for exploration and settlement. He learns how the frontier spirit generated the drive for freedom from the French and English rule and resulted in territorial organization. Statehood and the cultural changes resulting from technological advancements in agriculture, industry, transportation and communication areas studied. The unit closes with a study of Indiana personalities who have influenced our American Heritage.

I. What does anthropology tell about early peoples?

A. Glacier Age in Indiana

B. Indian culture prior to the arrival of the white man.

II. What were the reasons for exploring and settling this region?
   A. The French: adventure, trapping, trading, and Christianization
   B. The English: expansion and control, rich lands, space, independence, wealth

III. How did the pioneer people meet their economic, physical, social, and intellectual needs?
   A. Food
   B. Clothing
   C. Shelter
   D. Recreation
   E. Government
   F. Education
   G. Spiritual life

IV. How did the Revolutionary War affect these people?
   A. George Washington fought for freedom from the English.
   B. George Rogers Clark fought to take Fort Kaskaskia, and Fort Vincennes from the English.
   C. Northwest Ordinance of 1785 was established.

V. How did statehood evolve in Indiana?
   A. Need for statehood
   B. Preparation for statehood
   C. Indiana becomes a state
   D. Problems of the new state
      1. Establishing the government
      2. Selection of and changes in capital sites

VI. How did technological advancement change the culture?
   A. Mechanization of agriculture and industry
   B. Shift from home to commercial production
   C. Growth and development of transportation and communication

VII. What factors led to the development of major cities?
   A. Rivers
   B. Lakes
   C. Accessible natural resources

VIII. How have Indiana personalities influenced our American Heritage?

A. Political leaders
B. Military leaders
C. Literary figures
D. Scientists and inventors
E. Other famous people

Generalizations

1. Man applies both physical and mental labor to his natural resources to satisfy his basic needs.
2. Social changes occur as prevailing patterns, or relationships among men, are altered.
3. Political systems perform a number of different functions accordnig to the demands or needs of the people.
4. The prevailing culture in which a person lives determines to a large extent his way of thinking, acting, and feeling.
5. Man's ability to use his environment is a determining factor of his cultural development.
6. Attitudes, ideas, and prejudices brought to and developed within this country have influenced Indiana history and character.
7. Living together in groups has been an experience and a problem of all mankind throughout the ages. Man's efforts to improve his group living have developed the group cultures of today.
8. More goods and services improve the material welfare of the people.

Reflective Questions

1. Imagine you are a little Indian boy. How would you have felt about being ordered to leave Indiana?
2. Why was becoming a state so important to the people of Indiana?
3. How can you prove that Indiana was once covered with a glacier?
4. If you were a pioneer child going on a fifty mile trip to grandmother's, how would you plan for the food, clothing and shelter for the family?

5. In what ways did the pioneers contribute to our present culture?
6. Explain why three flags have flown over Indiana.
7. How did scientific inventions help people improve their ways of living?

Unit Three

How People Live in Indiana Today as a Part of the Regional, National and World Community

This unit brings the child to the present day in his study of Indiana as a part of the regional, national and world community, using the past as a means for interpreting the present. The disciplines of economics, geography, political science, and sociology have emphasis within the content and activities.

The organization of this unit is intended to show how the other units might be more fully developed.

Objectives

A. To become aware of the interdependence of the modern community in its regional and world setting
B. To gain a knowledge and appreciation of those people whose efforts are contributing greatly to the present status of Indiana in its world setting
C. To understand the influence of ethnic background on life in Indiana today
D. To acquire an appreciation for and a loyalty to our democratic form of government
E. To become aware of the different functions of the community, state, and national government according to the demands or needs of the people
F. To understand the importance of Indiana's geographical environment and its influence on relationships with the Midwest, the nation and the world
G. To appreciate the wise use of natural and human resources
H. To understand the influence of technological advancements on life today

I. To develop skill in:
   1. using and interpreting maps, globes, charts, graphs and pictorial materials
   2. locating, outlining, interpreting, and organizing pertinent facts for the purpose of presenting meaningful reports
   3. participating actively and constructively in class discussions
   4. problem-solving techniques

J. To appreciate how the physical and cultural environment makes the people think, act and feel as they do

K. To appreciate and understand how people satisfy spiritual and aesthetic needs

L. To understand how people of Indiana have developed education to meet the needs of its citizens

M. To acquire a sense of basic human values
   1. The dignity and importance of the individual
   2. The importance of organized society working toward common purposes or goals
   3. Honest perception of one's self
   4. Significance of satisfying relationships with others
   5. Desire for growth in learning
   6. Need for service to others
   7. Commitment to the ethical value of "doing right" as it affects others.

Generalizations

1. Man utilizes his resources more efficiently through geographical specialization, occupational specialization and innovations.
2. Interdependence has been a constant and important factor in human relationships everywhere.
3. Basic needs are satisfied in various ways, depending upon natural resources and cultural and physical environment.
4. All ethnic groups have the capacity for making contributions to their own and other cultures.
5. Political systems perform a number of different functions according to the demands or needs of the people.

6. Man's relationship with others is in accordance with his learned behavior in society.
7. Physical and cultural environment influence the acting, thinking and feeling of people.

Reflective Questions

1. Why do the people of Indiana need county, city and state government?
2. How can a family use its leisure time effectively?
3. How do printed materials, radio, and television help the people of Indiana to understand one another?
4. Why do we act the way we do? (custom, tradition, mores)
5. What foods on your table were not produced in Indiana?
6. How do improvements of transportation and communication help our state to grow?

Content

I. What are the national origins of the people of Indiana today?
   - A. African, Asiatic, European
   - B. Cultural similarities and dissimilarities

II. What and how does Indiana produce for its own use and for exchange with other states and countries?
   - A. Production: agriculture, manufacturing, mining and quarrying
   - B. Distribution and exchange
   - C. Need for communication and transportation to the markets

III. How are people and goods transported within the state, midwest region and other areas of the world?
   - A. Land
   - B. Water
   - C. Air

IV. What do the major metropolitan areas contribute to the state and midwest region, and what factors are associated with their continuing growth?
   - A. Contributions: industrial, cultural, governmental

B. Expanding population and economy
C. Technological advancement
D. Urban renewal and redevelopment

V. How does Indiana use and conserve its natural and human resources?
   A. Utilization and conservation of natural resources: soil, water, gas, oil, coal, timber
   B. Utilization of human resources
      Manpower and how it is used in labor, business and the professions

VI. How are education and recreation provided for the people?
   A. Education
      1. Public
      2. Private
      3. Parochial
      4. World Exchange Program
   B. Recreation
      1. Local-County
      2. State
      3. Nation

VII. How do the people satisfy aesthetic and spiritual needs?
   1. Art, music, drama
   2. Literature
   3. Architecture
   4. Spiritual life

VIII. How do the people of Indiana communicate with one another and with other states and countries?
   A. Media of Communications
      1. Printed matter
      2. Television and radio
      3. Telephone
      4. Telegraph

IX. How do the people govern themselves?
   A. Informal
      1. Custom, tradition
      2. Mores
   B. Formal
      1. Local
      2. County
      3. State
      4. Nation

X. Who's who in Indiana today?
   A. Science and Medicine
   B. Government
   C. Industry
   D. Literature

E. Education
F. Art-Music-Drama

XI. How has the physical and cultural environment of Indiana made the people think, act, and feel as they do?

Vocabulary

communication	industry	public
contribution	latitude	recreation
culture	longitude	regional
custom	manufacture	scientific
distribution	natural resources	technology
exchange	participation	terrain
export	private	transportation
facilities	mechanization	utilization
human resources	produce	world community
import	production	

Vocabulary development is continuous.

Suggested Activities

Locate cities, communities, state parks and important physical features of the state on an outline map.

Exhibit picture postcards showing points of interest, to stimulate discussion and research.

Divide the class into groups for research on the major cities and their contributions to the state, midwest, and world. Each group plans for a formal presentation.

Place sample products, models, and/or pictures on a table under a bulletin board displaying an outline map of Indiana or the midwest. Use colored yarn running from the product on the table to its production location on the map.

Interview a local business man to discover his problems of distribution and exchange in the state, midwest and world.

Develop a flow chart of an animal for a meat product in the state and midwest. On a mural or bulletin board show the pig or other animal:

Living on the farm
Leaving the farm in a truck

Arriving at the stockyards
Moving to the slaughtering house
Leaving the packing house as a sausage, porkchop, bacon, ham
Moving to the wholesaler and on to the groceries and meat markets
Purchasing by the rural and city dweller

Make dioramas depicting life in Indiana today:
How we get our food
How we market our goods
Ways of transportation
Ways of communication

Use the scale of miles on a map of Indiana to find how far it is from your home town to the state capital, Indianapolis. Measure to find the number of miles from the city of Evansville to Indianapolis and then to Gary. Which city is the farthest distance from the capital?

Make a mural showing how people and goods are transported within the state and Midwest.

Exhibit kinds of rock and soil found in the state. Label and discuss how these resources can be used. Experiment to discover which soil is most productive.

Use newspaper, radio, and television news stories that relate to the study, for classroom discussion.

Write questions about life in Indiana today and in the Midwest for a quiz program to evaluate conceptual learnings.

Prepare a *Hall of Fame* display of famous Indiana personalities. Write paragraphs telling why a personage deserves to be there.

Write a definition for five geographical terms from the vocabulary list and illustrate, if appropriate.

Learn appropriate songs and poems of Indiana authors and composers to appreciate their contributions to the cultural heritage.

Plan exhibits showing the processing of iron from the raw materials to the finished products. Discuss the interdependence of the state, Midwest and world.

Plan a trip to a local industry or point of interest.

Recognize, describe and illustrate the state seal, flag, flower, bird and tree.

Teaching Techniques

1. *Unit Teaching*

   Teacher and pupils will:

   Peruse available materials to establish background for teacher-pupil planning

   Select questions and/or problems to be investigated

   Select problem solving techniques

   Interview parents

   Read textbooks and supplemental materials

   Research in committees

   Exhibit findings

   Participate in handcraft, art, and music activities

   Dramatize

   Prepare oral and written reports.

   Evaluate the unit

   Objectives achieved

   Skills improved and developed

   Subject matter learned

   Attitudes and habits acquired

2. *Group Work*

   Learnings:

   Provide for learning situations that will foster and develop independent work habits.

   Provide a wider range of learning experiences through the use of a variety of materials.

   Provide for planning, working and sharing with others.

   Provide for individual and group evaluation.

   Provide for pupil leadership.

   Purposes:

   Research to solve a problem

   Plan an exhibit of findings

   Organize a bulletin board

   Plan and prepare for a panel

   Learn a new skill

   Compose questions for a quiz program

   Plan a party

   Evaluate

   Selection of group members:

The child should be given an opportunity to select his group, based on interest and/or friendship. Children should some-

times be guided into specific groups for the development of certain skills. The number of groups depends on purposes, physical facilities or needs, and abilities of the class.

Evaluation

Do the children understand that people today are dependent on one another for life's necessities within the region and the world?

Are the children today gaining a knowledge and appreciation of people who have contributed to the political, industrial and cultural growth of Indiana?

Do the children appreciate the various nationalities that have contributed to life in Indiana today, as evidenced by their interest and understanding of backgrounds of people in their community?

Are the children acquiring a knowledge, appreciation, and loyalty to our domocratic form of government, as evidenced by their participation in democratic procedures and choices in the classroom?

Do the children know some of the responsibilities and privileges of people in the functions of the community, state, and national government?

Do the children understand how the geography of Indiana has affected the life of the people?

Do the children appreciate and understand the wise use of natural resources?

Do the children have some understanding of how scientific discoveries and inventions change their lives?

Do the children show development in skills? Also:

Use and interpretation of maps, globes, charts, graphs and pictorial materials?

Use of table of contents and the index of social studies books and other reference materials?

Locating, outlining, interpreting and organizing pertinent facts for the purpose of presenting meaningful reports?

Participating actively and constructively in class discussions?

Using new vocabulary effectively?

Using critical thinking in solving problems?

Do the children identify themselves with people and develop understanding and empathy for the way the people think, act and feel?

Do the children appreciate and understand that people use various art media to express ideas and satisfy aesthetic feelings, also searching to satisfy spiritual needs?

Are the children developing a desire for further knowledge as they learn the importance of education on life in Indiana?

Do the children display a greater interest in visiting places in Indiana?

Do the children show evidence of growth in personal and social values which will enable them to live more effectively in school, home, and community?

Unit Four

Contrasting Ways of Life in Other Areas of the World

This unit (or units) provides an oportunity for the child to perceive and expand his environment into one or several areas of the world that have distinctive ways of life which can be compared fruitfully with patterns found in Indiana. The choice or choices of another state, region, or country for contrast study will be determined by the interests, abilities and needs of the children. The study involves an anlysis of similarities and dissimilarities, a look at what it's like to live in another place. The teacher and children will select the significant aspects of the way of life which are most applicable to the chosen area.

The outline for Unit III provides suggestive content for studying another area.

Generalizations

1. To a large extent the natural environment influences the way people live.
2. Regardless of where people live on the earth, and although they often differ in customs, ideas, and appearances they are much alike in feelings and needs.

3. People all over the world are becoming more interdependent.
4. Transportation and communication lessens the friction of distance.
5. Contributions are made by people of all cultures.

Reflective Questions

1. If you were adopted by a family in another country:
   How would you communicate with your friends in Indiana?
   How would you travel from place to place in your adopted country?
   What new foods would you learn to eat?
   Would you need to buy different clothing? Why or Why not?
   Would your home be similar or different to that in Indiana?
2. What are some of the products that this area produces that are not produced in Indiana?
3. How do the people of this area earn a living? Could an inhabitant of that country find a similar job in Indiana?
4. What words of your vocabulary came from this area?
5. If you spent a month vacationing in this area, what would you take with you? Why?

Fourth Grade Resources

A. Books

1. *Books for the teachers*

Adams, Fay, *Educating America's Children*, The Ronald Press, 1946, American Educational Research Association and Department of Classroom teachers, *Joint Yearbook*, National Education Association, Washington, D. C., 1939.

Barnhart, John D. and others, *Indiana The Hoosier State*, Wheeler, Chicago, 1962.

Burton, William, *The Guidance of Learning Activities*, Appleton Century Crofts, Inc., New York, 1944.

Fowlkes, J. C. and Morgan, D. A., *Elementary Teachers' Guide to Free Curriculum Materials*, Educators Progress Service, Randolph, Wisconsin, 1951.

Michælis, John U., Editor, *Social Studies in Elementary Schools*, Thirty-second Yearbook of the National Council for the Social Studies.

Lewis, Dorothy F., *The Indiana Story*, Wheeler, Chicago, 1951.

Lockridge, Ross, *The Story of Indiana*, Harlow, 1956: A comprehensive history of Indiana for Junior High level, also useful as reference material for younger children.

Shumaker, Arthur W., *A History of Indiana Literature*, Indiana Historical Society, 1962: A discussion of Indiana literature, authors, and books. For adult readers.

Thornborough, Gayle, *Comprehensive Readings in Indiana History*, Indiana Historical Bureau, 1956: A source book in Indiana History useful for teachers and some advanced students.

Wood, Frances E., *Lakes, Hills and Prairies*, Children's Press, 1962: A volume about the Midwestern States: land, people, history, etc. Contains general material plus one chapter on Indiana.

2. *Books for the pupils*

Aulaire, Ingri d', *Abraham Lincoln*, Doubleday, 1959: A large picture book about Abraham Lincoln, his life from childhood through the Civil War era.

Fitzpatrick, Beatrice E., *Indiana Through the Years*, 1962. This book was written for you, a boy or girl, living in Indiana and other states who might find it interesting to read.

Hunt, Mabel Leigh, *Better Known as Johnny Appleseed*, Lippencott, 1950: Biography of Jonathan Chapman, who traveled throughout the Middle West planting apple trees.

Schaaf, Martha E., *Lew Wallace, Boy Writer*, Bobbs-Merrill, 1962: Boyhood of a famous Indiana hero.

Stevenson, Augusta, *Abe Lincoln, Frontier Boy,* Bobbs-Merrill, Indiana boyhood of a famous President.

Wilkie, Katherine, *George Rogers Clark, Boy of the Old Northwest,* Bobbs-Merrill, 1958: Early life of the Indiana Hero.

Young, Stanley, *Tippecanoe and Tyler Too,* Random, 1957: An exciting book about William Henry Harrison and early Indiana.

Green, Madge Miller, *Through the Years In Indiana,* Harlow, Oklahoma, 1956: A textbook used by intermediate children.

Mason, Hiram E., *Smiling Hill Farm,* Ginn and Co., Chicago, 1957: Farm life in Indiana from pioneer days to the present in story form.

Peek, David T., *Indiana Adventure,* Peek Publishing Co., 1962.

B. Films

Indiana's Scenic State Parks, 24 minutes, sd, color GSC - 879 - $475.

Indiana Has Almost Everything, 21 minutes, sd, color CSC - 328 - $5.25.

Middle States - 11 minutes, sd b and w, GS - 693, - $2.00.

Your Indiana State Parks, 20 minutes, sd, color, GSC - 279, $4.75.

Corn Farmer, 11 minutes, sd, b and w, GSC - 25 - $2.00.

State Beneath Us, 20 minutes, sd, color, GSC - 673, $6.00, b and w - GS - 673 - $4.00.

Indiana Department of Conservation, Division of Education, Indianapolis, Indiana.

16 mm sound films about Indiana History. Available from: Audio-Visual Center, Division of Services, Indiana University, Bloomington, Indiana.

C. Recordings (tape)

7½ magnetic tape.

Programs relating to episodes in Indiana History.

Available from Schools Committee, Indiana Historical Society, 140 North Senate Avenue, Indianapolis, Indiana.

D. Other Resources

Indiana State Library, 140 North Senate Avenue, Indianapolis, Ind.

Childrens' Museum, 3010 North Meridian Street, Indianapolis, Indiana- Mr. Cassidy will visit schools to speak to fourth grade class groups about Indiana History.

Check on historical landmarks in your own community.

Fifth Grade

The United States and Canada

Children at the fifth grade level learn about our nation and Canada, our neighbor. In the previous grade, consideration has been given to the state in its regional and world setting, and children are now ready to learn about the nation and its relationships in a world setting. They study the contributions made to American civilization by other cultures in the world. The influence of man's new environment, and his use of environmental factors in meeting his basic needs, are part of the learning. An understanding of our role in a world community is developed.

Children examine the geographic setting in which the development of the United States and Canada occurred, and how geography influenced that development. The discovery, exploration and peopling of the continent, the development of the two nations, and the relationships of the United States and Canada today are explored in depth.

Continuously developed skills in reading charts, maps, and the use of reference materials enrich and enforce the learnings. Children identify themselves with our country's heroes, historical and current.

Unit I—Discovery and Exploration
Unit II—Settlement of North America
Unit III—Migration of People Within United States and Canada (Detailed Unit)
Unit IV—The Development of the United States
Unit V—The Development of Canada
Unit VI—The United States and Canada Today

Unit One

Discovery and Exploration

This unit is to build a geographical and historical background for the study of the United States and Canada. The factors in Europe which led to America's exploration and discovery, and some ideas of the history of this continent before Columbus, provide the content of this unit.

I. What is the relative position of North America to other land masses and water bodies of the world?
   - A. Continents
   - B. Oceans

II. What cultural patterns were in existence on this continent in the period prior to the discovery and exploration by the Europeans?
   - A. Early Men in North America
   - B. Hunters and Collectors
   - C. Food-growers
   - D. High Civilizations (Aztecs)

III. How did changing conditions in Europe make the discovery of the new world possible?
   - A. Effect of the crusades
   - B. Commercial revolution
   - C. The Renaissance
     1. New intellectual curiosity about the world
     2. Change attitudes for material improvement
     3. Interest in new inventions
     4. Geographic interests
   - D. Necessity for new routes to the East
   - E. Rise of "Nation States" and *Nationalism*
     1. Consolidation of petty feudal units
     2. Growth of national treasuries, navies, and merchant marines to enable exploration to increase

IV. How did the discovery and exploration of America come about?
   - A. Reasons for explorations
   - B. Explorers
   - C. Routes and types of transportation
   - D. Areas explored
   - E. Claims made by European nations

Generalizations

1. The natural environment serves both as a barrier and as a challenge to the ingenuity of man.
2. All ethnic groups have the capacity to make contributions to their own and other cultures.
3. Man within the scope of his environment must seek food, clothing, shelter, and other material needs. Toward these ends he utilizes and exploits the earth and its atmosphere within the limits of his intellect, culture, and level of technology.

Reflective Questions

1. Why is it a good idea for you to take a map with you when taking a trip by car?
2. How did the discoveries of early explorers change peoples' ideas about world geography?
3. How does an explorer today differ from the early explorer?
4. What are the causes today for which people leave their homeland to go to other nation?
5. In how many ways was the discovery of America important? (geographic, economic, social, political)
6. Has our treatment of the Indian been consistent with American ideals?
7. If you had lived at that time, which explorer would you liked to have accompanied? Why?
8. Do you see any similarity among the rivalries of European nations for territory during the exploration period with that of the present rivalry between Russia and America in exploration of space?
9. Do you see the similarity between the complicated background which made Columbus's career possible and that of the present day explorers? (Glenn, Carpenter, Hilary)
10. What different scenes would you see on arrival in America on a modern ocean liner than a sailor on the "Half Moon" might have seen?

Unit Two

Settlement of North America

This early period in the history of the country should help boys and girls to understand the factors which led to the settlement of this continent, the difficulties which had to be overcome and the tremendous achievement in making this a nation. The content presents a fertile background for an understanding of the development of the ideals held by the American people.

I. What were the motives which led Europeans to migrate to North America?
   - A. Economic
   - B. Social
   - C. Political
   - D. Religious reformation

II. What pattern of settlement developed?
   - A. Establishment of colonies
     1. Spanish
     2. French
     3. English
        - a. Northern
        - b. Middle
        - c. Southern
   - B. Diversity of problems faced by colonists in the new world
     1. Adaptation to physical environment
        - a. Provision for basic needs
        - b. Use of natural resources
     2. Relations with Indians
     3. Development of ideas and institutions
        - a. Homelife
        - b. Church
        - c. School
        - d. Government
   - C. Representative leaders in the colonies
     1. Cotton Mather (Clergy)
     2. Benjamin Franklin (Business and Science)
     3. Thomas Jefferson (Statesman and Agriculturist)
     4. Roger Williams (Religious Freedom)

III. What were the significant movements that brought about independence and nationhood?

A. Origin of American Nationalism

1. Developing ways of life in the colonies
   a. Increased number of voters
   b. Greater number of land owners
   c. No establishment of national church
2. Diverging economic interests of English and Colonial Americans
3. Leaders: (Suggested Representative Leaders)
   a. John Hancock (Colonial Merchant, Economic)
   b. Patrick Henry (Patriot, Political)
   c. Daniel Delaney (Region, Social)

B. The Revolution

1. Events leading to revolt
   a. Trade Laws
   b. Stamp Act
   c. Boston Tea Party
   d. Taxation without representation
   e. Declaration of Independence
2. Impact of the War
   a. Awakening of a national consciousness
   b. The Constitution
3. Social changes
   a. Idea of general education
   b. Great expansion of land ownership
   c. Opening of opportunities for all men
   d. Concept of the free man with certain inalienable rights

Generalizations

1. The discovery and settlement of North America were the outgrowth of widely different factors in Europe, including man's desire to better himself and fulfill his desire for freedom.
2. Attitudes, ideas, and beliefs brought to and developed within this country have influenced American history and character.

3. Environment presents limitations, but culture determines the use of environment.
4. Social groups control the behavior of their members through social action.
5. All societies have a value system.
6. Man has a need for some type of political system.
7. Every political system functions within a framework of controls; every political system provides a means for putting these controls into action.

Reflective Questions

1. How did the early settlers supply their needs for goods and services?
2. What do we find in our culture today that can be traced back to the ideas of early settlers?
3. Whom do you know today who could be compared with George Washington or Benjamin Franklin?
4. What conversation might take place between a colonial housewife and your mother?
5. Why have the Declaration of Independence and The Constitution lived on as great documents?
6. What kind of headlines might have appeared in colonial newspaper had they been available?

Unit Three

Migration of People Within United States and Canada

After the story of discovery and early settlement of the United States, children are ready to learn something of the early settler's search for new territory, both for economic reasons and for the purpose of expressing his desire for freedom and self realization.

Through this study of the westward movement children can see the difficulties involved in forging into a new territory and shaping new communities. From this struggle, they can gain a

beginning knowledge of the effect this movement had on American character and its future history.

This unit is worked out in detail to show how other units might be expanded.

Objectives

A. To understand some of the reasons why men left the eastern colonies and moved west—

B. To have some knowledge of the difficulties encountered in moving into an unknown territory—

C. To develop skill in identifying the difficulties which the climate and geographic conditions caused in the settlement of the new territory—

D. To develop ability to trace the main routes westward taken by these pioneers, and to know why these paths were taken—

E. To know something of the lives of some of the men who led in this westward movement—

F. To develop a feeling of relative time and space in thinking of specific events in connection with this period in our history—

G. To have a feeling of appreciation for the contributions these people made to our living today—

H. To understand something of the changes in culture which came about as people formed new communities in a new environment—

I. To understand some of the institutions created by these pioneers and the effect their creation has had on our civilization today—

J. To appreciate the relationship between the ideals and desires of the people moving west, and our present-day attitudes and aspirations—

K. To understand the kind of communities these people created as they settled in groups, and how they brought about cooperative living—

L. To develop skills in locating, interpreting and reporting information on various topics, and

M. To develop a desire to gain more information about this period in history.

Generalizations

1. Mobility of early settlers and the Westward Movement had tremendous impact on American history and character.
2. The distribution of people in their different environments is an influence toward their social and cultural behavior.
3. In migrating, men tend to take with them their social customs and culture.
4. Basic needs are satisfied in various ways, depending upon natural resources and cultural and physical environment.
5. Regional differences in the physical environment are met by a great variety of human response.
6. Man's political response is conditioned by such geographical factors as location, climate, distribution of natural resources, land forms, soil, natural vegetation and animals.
7. Differences in culture are sometimes at the root of conflicts and misunderstandings.

Reflective Questions

1. What reasons do people have today for moving to other communities?
2. Why did early settlers need trail blazers?
3. If you had gone to California during the gold rush, how would you have traveled, and what preparations would you have made?
4. If your family moved to the frontier area of Alaska or Canada, how might this change your family life?
5. What are some of the fields in which we are pioneering today?

Content

I. What was the nature of frontier expansion?
   A. Common motives for leaving the eastern seaboard:
      1. Desire for adventure
      2. Better economic opportunity

3. Desire for liberty and more independent living
4. Interest in farming

B. Role of federal government in expansion:
   1. Acquisition of territories
   2. Provision for statehood

C. Nature of ideas of advanced democratic ideals and institutions:
   1. Universal education
   2. More democratic political systems

II. What were the areas of settlement?

A. Old Southwest (Between Appalachian Mountains and Mississippi River south of the Ohio River.)
   1. Motives
   2. Leaders and routes
   3. Environmental factors
   4. Ideas
      a. Extension of slavery
      b. Open society

B. Old Northwest
   1. Motives
   2. Leaders and routes
   3. Environmental influences
   4. Relations with Indians
   5. Ideas
      a. Pattern for territorial government
      b. Anti-slavery
      c. Equality on the frontier

C. The Great Plains
   1. Motives
   2. Leaders and routes
   3. Environmental factors
   4. Relationship with Indians
   5. Ideas
      a. Diminishing influence of established institution
      b. Equality on the frontier

D. The Far West
   1. Motives
   2. Leaders and routes
   3. Environmental influences

4. Ideas
    a. Spanish influences
    b. Advancement of democratic ideas

E. Canada
    1. French movement
    2. English movement
    3. American expansion into Canada

III. How have the present political maps of the United States and Canada been formed?

A. Establishment of natural boundaries

B. Establishment of boundaries by arbitration and agreement

Vocabulary

barter
blazed
blockhouse
boundary
buffaloes
Commonwealth
Conestoga
democracy
dominion
expedition
explorers
ford
frontier
gap
journeyed
Ordinance
pioneer
raft
settlement
squatters
stockade
territory
trading post
trails
trappers
wagon train
wilderness

Development of vocabulary is a continuous activity.

Suggested Activities

Have a family conference in which an eastern family plans for a trip to a new home in the West. Discuss such topics as:

Why they are going;
How they might travel;
What they will take with them;
Probable route, and
Where they might settle.

On a wall outline map, trace probable routes from eastern colonies to any of the new territories in the West.

Draw a mural showing scenes in the westward movement.

Dramatize some scenes from life in an early settlement, such as Boonesborough.

Dramatize the life of a family in a log cabin.

Make a "Who's Who" book of outstanding pioneer characters.

Compare probable size of plots of land cultivated by pioneers with farms of today.

Compare the cost of land then with prices of land today.

Dramatize the first trip of a steamboat. Pretend you are on this trip.

Make a model of an early trading post; discuss reasons for barter rather than using money; discuss disadvantages.

Play games and sing songs which were a part of the recreation of these people.

Dramatize a scene in an early pioneer school.

Mold or dip candles as pioneers did.

List ways in which pioneers overcame obstacles in their environment by using their natural resources.

Keep a diary for two weeks in which you pretend you are a pioneer child telling some things which might have happened to you.

Have a panel discussion on whether or not you would like to have been a pioneer child.

List ways in which living in one colonial settlement might have differed from those in another.

Make a list of problems which pioneers had which we do not have; problems which we have which they did not have.

Interview adults to learn why they came to the United States. Compare their reasons with those of the people who moved west.

Make a poster or chart that the United States government might have printed in the early 1800's to encourage settlers to move west.

On an outline map of the United States mark the sites of original forts, trading posts, and travel routes. Compare this with a political-physical map published today.

Plan a talk about a famous person connected with the migration movement.

Compare old trails with present highways on maps. Discuss the problems of road building then and now.

Teaching Techniques

Unit experiences are organized in a problem-solving approach planned by teacher and pupils.

Introduce the unit by showing such a movie as WESTWARD MOVEMENT (Erpi). From the film encourage a discussion of why these people wanted to leave their eastern homes, the difficulties, etc. Or the unit may be introduced by reading such a book as SINGING WHEELS, with a somewhat accurate historic and geographic background, but with fictional characters and incidents.

After having an overview of the unit, plan scenes for a dramatization. Divide children into groups to do research work and plan episodes.

Use many texts and supplementary books. Compare authors, information collected and dates of publication.

Have panel discussions on questions which seem to bring a difference of opinion, such as, "Where would you prefer to go—to an early pioneer school or to a present-day school?"

Evaluation

Pupil reports

These individual and committee reports can be a fair measure of the information which has been gained.

Scrapbooks kept by pupils

These can contain individual written reports and illustrations.

Interviews

An interview between teacher and child or group of children is one kind of evaluation which can give a teacher insight into information gained and attitudes formed.

Objective tests

Completion
Multiple Choice
True-False
Matching
Locating certain places or areas on simple desk maps

Essay examinations

Dramatizations

Unit Four

The Development of the United States

This unit develops an understanding of the influence and use of the physical and cultural environment in determining how people live in the United States today. Emphasis is placed on the disciplines of the social sciences within the content of the unit.

I. What arrangements has the United States made to meet the needs of a modern world?
   - A. Economic system
   - B. Government institutions
   - C. Social institutions

II. How have physical and environmental factors influenced living in the United States today?
   - A. Abundant natural resources
     1. Soil
     2. Forest
     3. Animal life
     4. Fish
     5. Minerals
     6. Water
   - B. Human resources
     1. Rise in population growth
     2. Contributions made by immigrants
     3. Manpower as used in labor, business and the professions

Studies of regional geography may be used to develop the understanding of these influences.

III. What effect has education had upon the culture of Americans today?
   - A. Values and aspirations
     1. Improved system of education
     2. Cultural enrichment
        - a. Art
        - b. Music
        - c. Literature
        - d. Radio and TV
     3. Development of political and civil rights
   - B. Science and technology
     1. Inventions and inventors
     2. Transportation and communication
     3. Agricultural and industrial development
     4. Trade and commerce

IV. What are some of the current problems within United States today?

A. Inter-cultural and racial relations
B. Social and economic dislocations of people
C. Conservation of natural resources
D. Use of increased leisure time

Generalizations

1. The creative ingenuity of Americans has been a factor in improving their material welfare.
2. Interdependency necessitates transportation, communication, and money as a means of exchange and measure of value.
3. An incentive system is necessary to motivate the factors to produce the utmost.
4. Social changes occur as prevailing patterns of relationships among men are altered.
5. Continuing variation in man's culture or technology serves to bring about changes in man's relation to his environment.
6. Every society must teach its children values, skills and knowledge, in order to survive.
7. In a capitalistic, free enterprise economy, a major purpose of money is to facilitate the exchange of goods and services.

Reflective Questions

1. To what extent are you dependent upon others for what you have eaten and worn today?
2. How has the manufacturing of synthetic fabrics affected the cotton and wool industries in the United States?
3. How did "Friday" change Robinson Crusoe's way of living?
4. How does your father's job depend upon natural reresources?
5. What clothes would you take with out if you were going to Alaska? Hawaii?

6. Have you ever moved? Why?
7. One farmer can now raise enough food to feed about thirty people. What things have brought about this change?
8. What would happen if your community were without electricity for a few days?
9. How has your life been enriched by the fine arts?
10. Why do people from other lands like to emigrate to the United States?
11. How has the advancement from human power to machine power affected living?

Unit Five

The Development of Canada

This unit presents a study of the development of Canada. The content builds an understanding of how physical and cultural environment have determined life in Canada today.

I. How did Canada become a nation?
   - A. England assumes power in Canada
   - B. Canada's role in Revolutionary War
   - C. Establishment of boundaries
   - D. Development of governmental institutions
   - E. Development of social institutions

II. How have the natural resources contributed to the development of Canada?
   - A. Farmlands
   - B. Forests
   - C. Animals
   - D. Mineral deposits
   - E. Water
   - F. Fish

III. What problems have influenced the economy of Canada?
   - A. Difficulties of transportation
   - B. Climatic conditions
   - C. Lack of good soil distribution
   - D. Sparsity of population

IV. What changes have affected the development of Canada?
   - A. Impact of World War II

B. Growth of heavy industries
C. Trade and commerce

Generalizations

1. The distribution of people in their different environments influences their social and cultural behavior.
2. Continuing variation in man's culture and technology serves to bring about changes in man's relation to his environment.
3. Regional differences in the physical environment are met by a great variety of human responses.
4. Interdependency necessitates transportation, communition, and money as a means of exchange and measure of value.

Reflective Questions

1. Why does Canada have two national languages?
2. How did the fur trade contribute to the early history of Canada?
3. Why do we go to Canada for vacations?
4. How have climatic and topographical conditions affected the location of population in Canada?
5. If you went to northern Canada in December or July, how would days and nights differ from those at that time in the United States?
6. How does the Mountie compare with your local policeman, state trooper, and FBI man?
7. What is the importance of the St. Lawrence Seaway to the economy of Canada?
8. What relationship might there be between your newspaper and Canada?

Unit Six

The United States and Canada Today

This unit provides opportunity for children to perceive and understand the interrelationships between the United States and Canada, and their role in the world today.

I. What are the important interrelationships between the United States and Canada today?
   - A. Common cultural backgrounds and traditions
   - B. Geographical factors
     1. Agriculture
     2. St. Lawrence Seaway
     3. Hydro-Electro development at Niagara
   - C. Economic factors
     1. American capital investments
     2. Imports and exports
   - D. Transportation and communication
   - E. Defense

II. How do the United States and Canada work with other countries of the world today?
   - A. NATO
   - B. United Nations
   - C. Advanced communication

III. What are some of the current problems of the United States and Canada with world neighbors?
   - A. Challenge to democracy from totalitarian systems
   - B. Technological advancements
   - C. International trade relations

Generalizations

1. The inequality of distribution of world resources necessitates United States involvement in world affairs more than any other country.
2. Interdependency necessitates transportation, communication and money as a means of exchange and measure of value.
3. Specialization makes man more interdependent.

4. The prevailing culture in which a person lives influences to a large extent his way of thinking and acting.
5. Geographical location is responsible for much of the political response between states.
6. Social changes occur as prevailing patterns of relationships among men are altered.

Reflective Questions

1. What are evidences of friendliness between Canada and the United States today?
2. How do Americans share their material wealth with people in other lands?
3. How do American children help children in other lands?
4. What book would you recommend to a child in another country if he wanted to learn about America?
5. How have Canada and the United States made it possible for us to get to Alaska by car?
6. Why do you have so many things in your home that are labeled "made in Japan"?
7. Why do we see so many foreign cars being driven today?
8. How is your family dependent upon people of other nations for the foods they eat?
9. How do modern means of transportation and communication help us learn more about the people of other nations?
10. How have Canada and the United States worked with other nations for world peace?

Fifth Grade Resources

A. Books

For Teacher

a. Degler, Carl M., *Out of Our Past; Forces That Have Shaped Modern America*, N. Y., Harper and Bros., 1959.
b. Hill, Wilhelmina, *Social Studies in the Elementary School Program*, U. S. Office of Education, 1960.
c. Michælis, John U., *Social Studies in Elementary Schools*, National Council for Social Studies, 1962.
d. Miller, Wm., *New American History, N. Y.* George Brazilla, Inc., 1959.
e. National Council for Social Studies, *Social Studies for Middle Grades*, N.C.S.S., 1960.
f. Preston, Ralph. *Teaching Social Studies in Elementary Schools*, Rinehart and Company, 1958.
g. Tiegs and Adams, *Teaching the Social Studies*, Ginn and Company, 1959.
h. Wade, Richard C., *The Urban Frontier: Rise of Western Cities, 1790-1830*, Cambridge, Mass., Harvard University Press, 1959.

For Pupils

a. Brown, Gertrude Stephens, *Your Country and Mine*, Ginn and Co., 1958.
b. Cleveland, Libra Jan, *High Country*, (Enchantment of America Series), Children's Press, 1962.
c. Cleveland, Libra Jan, *Pacific Shores*, (Enchantment of America Series), Children's Press, 1962.
d. Craig, John, *Wagons West*, Dodd-Mead, 1956.
e. Cutright Et Al, *Living Together in the Americas*, The Macmillan Co., 1958.
f. Daugherty, James Henry, *Trappers and Traders of the Far West*, Random House, 1952.
g. Dorian, Edith M., *Trails West and Men Who Made Them*, McGraw, 1955.
h. Ebling, Harold H., et al, *Great Names in Our Country's Story*, Laidlaw Brothers, 1958.
i. Emerson, Caroline D., *Pioneer Children of America*, D. C. Health and Co., 1959.
j. Gray, William H., et al, *Exploring American Neighbors*, Follett Publishing Company, 1959.
k. Jensen, Lee, *The Pony Express*, Grossett, 1955.
l. Lansing, et al, *Makers of The Americas*, D. C. Heath, 1959.
m. McCall, Edith, *Steamboats to The West*, Children's Press.
McCall, Edith, *Frontiers of America Series*, Children's Press.
McCall, Edith, *Explorers in a New World*, 1960.
McCall, Edith, *Cumberland Gap and Trails West*, 1961.

McCall, Edith, *Pioneers on Early Waterways*, 1961.
McCall, Edith, *Wagons Over The Mountains*, 1961.
McCall, Edith, *Hunters Blaze the Trials*, 1959.
McCall, Edith, *Steamboats To The West*, 1959.
McCall, Edith, *Men on Iron Horses*, 1960.
McCall, Edith, *Gold Rush Adventures*, 1962.
McCall, Edith, *Pioneering On The Plains*, 1962.

n. Pinkerton, Robert, *First Overland Mail*, Random House, 1953.
o. Sharkey, Donald, et al, *The Making of Our Nation*, W. H. Sadlier, Inc., 1955.
p. Stewart, George, *To California by Covered Wagon*, Random House, 1954.
q. Williams, Frank L., *America's Story*, Herr Wagner Publishing Co., 1962.
r. Wood, Frances E., *Lakes, Hills and Prairies*, (Enchantment of America Series), Children's Press, 1962.
s. Wood, Frances E., *Panoramic Plains*, (Enchantment of America Series), Children's Press, 1962.
t. Wood, Frances E., *Gulf Lands and Central South*, (Enchantment of America Series), Children's Press, 1962.

B. Films

Pioneer Community of The Midwest (1¼) Coronet
Pioneer Journey Across the Appalachians (1¼) Cornet
Westward Growth of Our Nation Cornet
Children of The Wagon Train, 18 Minutes (Color), McGraw Hill
Pioneer Boy of The Midwest, Coronet
Flatboatmen of The Frontier, 11 minutes, E. B.
Kentucky Pioneers, 11 minutes, b and w, E. B.
The Oregon Trail, 25 minutes, b and w, E. B.
Westward Movement Erpi

C. Filmstrips

Rescued by Boone—On the Wilderness Trail to Kentucky, McGraw Hill, color, 45 frame.
Tow-Path Boy—On the Erie Canal, McGraw Hill, color.
Wagons to The West—The Santa Fe Trail, McGraw Hill.
The Oregon Trail—En Route to Oregon, McGraw Hill.
Erie Canal Opens the West, McGraw Hill.
Blazing the Oregon Trail, McGraw Hill.
Frontier Life in America, McGraw Hill.
The Trip Westward, 234-1, 37 frames, SVE.
The New Home, 234-2, 38 frames, SVE.
Life in The Wilderness, 234-3, 38 frames, SVE.
New Neighbors and a New Town, 234-4, 36 frames, SVE.
Daniel Boon's Wilderness Trail, 373-1, 52 frames, SVE.
Lewis & Clark Expedition, 373 and 373-4, 54 frames each, SVE.
First Trails Into The West, 373-5, 55 frames, SVE.

Sixth Grade

Western Europe and Latin America

Children at the sixth grade level continue to expand the environment they study by examining the areas of Western Europe and Latin America. Emphasis will be given to the European community today, Europe's contribution to American heritage, the emerging European nations, Latin America, exploration and discovery in Latin America, Indian cultures and the conquest, underdeveloped countries of Latin America (with Bolivia as an example), and more highly developed countries of Latin America (detailed study of Mexico and optional study of Brazil and Venezuela). Through depth studies of these areas, conceptual understandings are made meaningful by relating facts from geography, history, economics, anthropology and the other social sciences. Using a variety of resources and through the study of current affairs, children develop an understanding of the interrelations in a world community.

Unit I—The Setting of Western Europe
Unit II—Western Europe Today
Unit III—Impact of Ancient Greeks and Romans on World Culture
Unit IV—Medieval Society
Unit V—The Expansion of Europe
Unit VI—The Setting of Latin America
Unit VII—Indian Culture, the Conquest, and the Wars of Liberation
Unit VIII—Problems of Latin America Since Independence

Unit One

The Setting of Western Europe

This unit is intended to give the child a geographical background of Europe, as a basis for understanding the units which follow.

I. The location of Western Europe
   - A. What is the latitude and longitude of the area?
   - B. What is the location of the area? In relation to:
     1. Other continents, areas, and countries?
     2. The world's oceans?
     3. The United States, Indiana, and our school?
   - C. How has its locational position influenced Western Europe?
     1. As part of the "world island," i.e., Europe, Asia, and Africa. It was prey to invasions from the East and South.
     2. Its position in relation to the world's oceans made discovery and exploration possible.

II. The climate and surface features of Western Europe.
   - A. What is the climate of Western Europe and what influences cause it?
     1. Location itself influences climate
     2. Wind directions influence climate
     3. Ocean currents influence climate
     4. Altitude influences climate
   - B. What are the significant surface features of Western Europe?
     1. Major mountain ranges
     2. Major water ways
     3. Plains areas
   - C. What age-old geological processes "caused" the surface features of Western Europe?
     1. Glaciers
     2. Earth movements
   - D. How have climate and surface features influenced the development of Western Europe?
     1. Climate contributed to occupational diversity.
     2. Navigable rivers and numerous fine harbors led to expansion by sea.

III. Where the people live
   A. Where did the population centers of Western Europe form?
      1. Environmental factors
      2. Environmental limitation and migration

IV. Agriculture in the area
   A. What types of farming developed?
      1. Dairy farming and animal husbandry
      2. Crop raising
      3. Fruit farming
   B. Where are the general farming areas located?
      1. Northwestern uplands
      2. Central plains
      3. Central highlands
      4. Alpine ranges

V. Industry
   A. Where will you find the main industrial areas and why?
      1. Ruhr Valley
      2. Alsace-Lorraine
      3. Po Valley
      4. England
      5. Rhone Valley
      6. Sweden

VI. Stories that maps tell
   A. What are the varieties of maps for this area?
      1. Physical
      2. Political
      3. Products
      4. Climate
      5. Elevation
      6. Population
      7. Vegetation
      8. Rainfall
      9. Land use
      10. Natural resources
      11. Other

Generalizations

1. Man, by virtue of his unique power to reason, has modified his environment to better serve his needs.
2. Man's response to the environment and his use of the resources present affect all economic life.
3. Economic resources can be utilized in different ways.

Reflective Questions

1. How many different ways could you find to travel from your home to Europe? Why would you choose to go these ways?
2. Why is it possible to raise semi-tropical fruits in Italy but not in Indiana, although both are the same distance from the equator?
3. What makes the Ruhr Valley a great industrial center?
4. If you were to establish an entirely new city, what things would you think about?

Unit Two

Western Europe Today

This unit attempts to tie up the geographical setting of Western Europe with its present-day conditions and problems. There is an effort to bring a realization of some of the causes for these present conditions.

I. Groups of people and nations
   - A. How does a political boundary affect the lives of the people circumscribed by it?
     1. Economic
     2. Political
   - B. What are the problems posed by minorities in political states?
     1. Social:—unassimilated
     2. Economics:—frequently can have only the worst jobs
     3. Political:—under the dictatorship of majority group
   - C. What are the cultural interests of the European nations? e.g.:
     1. Spanish
     2. Swiss
     3. Scandanavians
     4. Italians
     5. Germans

6. French
7. Dutch
8. Belgians

II. Current internal conditions
   A. What are the political trends?
      1. Unification of Western Europe
      2. Expanding economy of Western Europe
   B. What economic trends are apparent in Western Europe today?
      1. Free flow of labor and goods
      2. Improve standards of living
      3. Lowering of trade barriers
      4. Rapid rate of economic growth
   C. What social changes might you see if you visited Western Europe?
      1. Free exchange of ideas
      2. Diminishing of language barriers
      3. Increased travel
      4. Rise of middle class

III. Current foreign relations
   A. How have Western European trade systems changed within the past fifty years?
      1. Restrictions on trade
      2. Common Market
   B. What evidences can you find that indicate a broader cultural exchange between the United States and Western Europe?
      1. Movies
      2. Radio and television
      3. Education
      4. Art
      5. Travel
   C. How are the United States and Western Europe attempting to solve their defense and disarmament?
      1. N.A.T.O.
      2. Nuclear Test Band Treaty

Generalizations

1. Culture includes that body of shared ideas which, over a period of time, tends to have an effect on people.

2. All nations must develop and maintain a framework for organizing and guiding the economic and political activities of citizens.
3. Groups control behavior of their members through social action.
4. European attitudes, ideas, and beliefs brought to and developed within the United States have influenced American history and character.
5. Institutions and movements in America have influenced the course of Western European history.
6. Interdependency necessitates division of labor, which is supported by effective methods of transportation, communication, and money as a medium of exchange and measure of value.
7. Cultural growth is in part a process of trial and error.

Reflective Questions

1. If you were granted a vacation in Europe, which country would you visit and why?
2. Why are people of Europe more alike than they are different?
3. Why are national boundaries no longer so important?
4. Should we buy leather goods, wines, steel and other products from Europe when we can produce them in the United States?

Note—Current events and problems should not be overlooked.

Unit Three

Impact of Ancient Greece and Rome on World Cultures

This unit stresses the contributions of some early cultures in Europe to our present day living.

I. Science
   A. What are some scientific developments derived from ancient cultures?
      1. Alphabet—numbers—and writing materials

2. Medicine
3. Road construction

II. Humanities
   A. Can you explain what we mean by "humanities"? Give examples:
      1. Architecture
      2. Literature
      3. Philosophy
      4. Art—Drama

III. Law
   A. How did our laws grow out of our heritage of ancient cultures?
      1. Code of Hammurabi
      2. Justinian Code
      3. Roman law and order

IV. Religion
   A. What are the sources of religious ideas given to us by ancient societies? e.g.:
      1. Hebrew—One God
      2. Early Christians—Value of a human being
   B. What moral laws were evolved by these groups?
      1. Social justice
      2. Rise of social institutions
      3. Brotherhood of man

Generalizations

1. Western societies can, in part, derive understanding of their present state of development in the light of their historical background and past experience.
2. Man's capacity to communication ideas is necessary to group life, and is influenced by his language.
3. No individual is ever exposed to his total culture.
4. Social changes occur as prevailing patterns of relationships among men are altered.
5. Any culture can draw basic principles and implications for understanding contemporary affairs from its historical background.

Reflective Questions

1. Of all the Roman gifts to the world, which do you think was the most important? Why?
2. What ancient world culture other than Roman-Greek influenced the lives of common European men, and why?
3. What Greek influences do you find in your own town?

Unit Four

Medieval Society

I. Social Class and Social Structure in Feudal Europe

   A. How would you compare the life of a serf with that of a lord?

      1. The serf's lack of freedom
      2. Limited goals of a serf (survival needs)
      3. Knighthood—code of chivalry
      4. Lord of the manor

   B. How did the social structure of Feudal times set the pattern for the lives of the people?

      1. Land—economic
      2. Castle—political
      3. Church—spiritual power

II. Rise of Town and End of Feudalism

   A. What factors aided the development and growth of towns?

      1. Itinerant merchants
      2. Fairs
      3. Crossroads of ancient trade routes

   B. How did strong guilds implement the power of towns?

      1. Independent workers
      2. Wealthy, powerful guild structures
      3. Wealthy merchants
      4. Beginning of education to continue the system

Generalizations

1. Living together in groups has been an experience and a problem to all mankind throughout the ages.
2. Man's efforts to improve his group living have developed the group culture of today.
3. Social groups control the behavior of their members through social action.

Reflective Questions

1. Would you like to have lived in feudal times and why?
2. If a child became an orphan in feudal times, who took care of him?

Unit Five

The Expansion of Europe

The "awakening" in Europe and the influence this had on the church, the beginning of central governments in Europe, and the intellectual curiosity it aroused furnish the content of this unit.

I. Renaissance
   A. What was the Renaissance?
      1. Definition of the term *Renaissance*
      2. Renaissance men: e.g., da Vinci
      3. Beginning of respect for dignity of common man
      4. Contribution to change in human attitude and values

II. Changes within the Church
   A. How did ideas of the Renaissance bring about changes in the church?
      1. Reformation—Luther and others
      2. Loss of land and political power
      3. Growth of idea of dignity in labor and use of individual wealth
   B. What steps did the church take to regain its loss?
      1. Counter-Reformation
      2. Rise of great monastic orders—St. Francis, etc.

III. Growth of strong central governments
   A. How did the lessening of the power of the nobility aid in the formation of strong national governments?
      1. A growth in royal power
      2. French Centralization

IV. Exploration and Discovery
   A. What gave impetus toward this exploration and discovery?
      1. Inventions — compass — increased navigational skills
      2. Desire for wealth to bolster national treasuries
      3. Creation of needs for new products as a result of the Crusades
      4. Intellectual curiosity
   B. Who were the men who opened up Mexico and Latin America?
      1. Cortes, Balboa, Columbus, Pizarro, and others

Generalizations

1. Changes in culture may be precipitated by factors within the culture itself.
2. Autocracy has often been a step toward democracy but not necessarily a readiness for democracy.
3. The state (or government) is essential to civilization, yet many human needs remain to be met by other social institutions.
4. Conflict between unlimited wants and limited resources constitutes a basic economic problem faced by man.
5. More goods and services improve the material welfare of people.
6. Natural resources are not found in equal distribution throughout the world; therefore, man must share.
7. The natural environment serves both as a barrier and a challenge to the ingenuity of man.

Reflective Questions

1. If you could be king for a day and your people were quarrelsome and uncooperative, what plans would you make to change them?

2. How were the lives of the people changed by inventions of labor-saving machinery?
3. Which explorer would you have enjoyed traveling with and why?
4. If you could have guessed which nation would be most successful in discovering and exploring the New World, which would you have chosen and why?

Unit Six

The Setting of Latin America

This unit attempts to give the child the geographical background of Latin America as a setting for the exploration of these countries by Europeans.

I. The Location of Latin America
   - A. What is the latitude and longitude of the area?
   - B. What is the locational position of the area?
     1. To other continents, areas, and countries
     2. To the world's oceans
     3. To the United States, Indiana, and our school
   - C. How has its locational position influenced Latin America?
     1. Oceanic isolation
     2. On world trade routes
     3. Relationship to North America

II. The Climate and the Surface Features of Latin America
   - A. What influences the climate of Latin America?
     1. Variety and extremes—effect on population
     2. Altitude
     3. Wind directions
     4. Distance from the equator
   - B. What are the significant surface features of Latin America?
     1. Major mountain ranges
     2. Major water ways
     3. Plains areas
     4. Tropical lowlands

C. What age-old geological processes influence the surface features of Latin America?
   1. Volcanoes
   2. Avalanches
   3. Earthquakes

III. Where the People Live
   A. Where did the population centers of Latin America form?
      1. Environmental factors
      2. Geographical limitations to migrations
      3. Social limitations to migration

IV. Agriculture
   A. What types of farming developed?
      1. Cattle
      2. Coffee
      3. Banana
      4. Others
   B. What are example of subsistence and commercial farming in Latin America?
      1. Corn, beans, cassava, potatoes, bananas, and others
      2. Coffee, bananas, cacao, sugar, and cotton

V. Industry
   A. How would you characterize industry in Latin America?
      1. Extractive
      2. Processing

Generalizations

1. Man's response to environment and his use of resources affect economic life.
2. People tend to use, first, these natural resources easily attainable. They tend to develop and expand resources as market conditions demand.
3. Natural resources, their location and availability, affect the population of a region.
4. Man's political response is influenced by such geographical factors as location, climate, distribution of natural resources, land forms, soil, natural vegetation, animals, and relationships with others.

5. Transportation and communication, within and among nations, are necessary to the development of resources.

Reflective Questions

1. A zoo keeper receives animals from South America. What kinds would these probably be and where would they come from?
2. If someone gave you a ranch to manage on the Pampas, how would you do the job?
3. Would you expect the general health of a Bolivian Indian to change in any way if he moved from the highlands to the seacoast? Why?
4. Compare the agriculture of the Pampa with that of the rain forest region of Latin America.
5. What geographic factors have influenced the economy of Cuba?

Unit Seven

Indian Cultures, The Conquest and the Wars of Liberation

Some knowledge of ancient civilizations in these areas, and their downfall, are necessary to a study of Latin America.

I. The Aztecs
   - A. What were the elements of Aztec culture?
     1. Religion
     2. Government
     3. Cultural patterns—way of life

II. The Incas
   - A. What were the elements of Inca culture?
     1. Religion
     2. Government
     3. Cultural patterns—way of life

III. Conquest and exploitation of the Indian
   - A. What is the story of Cortes and the Aztecs?
     1. Aztecs myth of the "White Savior"

2. Efforts toward appeasement by Aztecs
3. Disintergration of the Aztec Empire
4. Spanish rule

IV. What is the story of Pizarro and the Incas?
1. Spanish acquisition of Inca land
2. Fall of "The Inca"
3. Exploitation of people

Generalizations

1. The distribution of people in their different environments influences their social and cultural behavior.
2. All ethnic groups have the capacity for making contributions to their own and other cultures.
3. The institutions and beliefs of most modern societies have come from many other cultures which have had long histories.
4. Man's political behavior is influenced by such geographical factors as location, climate, distribution of natural resources, land forms, soil, natural vegetation, animals, and response to others.
5. Any culture can draw basic principles and implications for understanding contemporary affairs from its historical background.

Reflective Questions

1. Suppose you have been Montezuma, how would you have handled the arrival of Cortez?
2. If you were a soldier of Cortez, taking cacao back to Europe, how would you describe its usefulness?
3. Explain how the Peruvian potato differs from the Irish potato. Why?
4. In Inca lands today, the Incas have remained unchanged. Why?
5. Why is a llama better than a camel as a beast of of burden in the Andes?
6. What arguments could you give for re-locating "The Christ of the Andes"?
7. Give arguments for and against the present location of Brasilia.

Unit Eight

Problems of Latin America Since Independence

Present day Latin America and the reasons for its problems furnish the content for this unit. It is suggested that Bolivia be used as an example of an underdeveloped country.

I. Political: Why have the Latin American governments been so unstable?
   A. Lack of democratic tradition
   B. Uneducated masses
   C. Extremes of wealth and poverty

II. Economic: Why is industry in Latin America so limited?
   A. Lack of capital
   B. Lack of technology
   C. Lack of natural resources
   D. Inadequate transportation facilities
   E. Lack of market

III. Social: What classes in Latin America have hindered social progress?
   A. Landed aristocracy
   B. Military
   C. Church

Generalizations

1. The prevailing culture in which a person lives determines, to a large extent, his way of thinking and acting.
2. Technological improvement is more difficult when there is a low level of nutrition and education.
3. More good and services improve the material welfare of the people.
4. Man's ability to use and control his environment is a determining factor of his cultural development.
5. Basic needs are satisfied in various ways, depending upon natural resources and cultural and physical environment.
6. Man's ability to communicate ideas is necessary to group life.
7. All ethnic groups have the capacity for making contributions to their own and other cultures.

Reflective Questions

1. Do you really believe people living in a hot country are lazy?
2. Why do we keep buying tin from Bolivia when we can get it cheaper somewhere else?
3. What do you think would happen to the Latin America economy if Americans stopped buying coffee?
4. If your family moved to Buenos Aires, what types of people would you expect to see and how would you identify them?
5. What effect does the rising middle class have upon the life of Mexico?
6. See how many Spanish words can you find in our language.
7. Describe a day in a Mexican village school.
8. How would the type of government in Mexico help you to make up your mind about building a factory there?
9. Why are there so many revolutions in Latin America?

Unit Nine

Underdeveloped Countries of Latin America

As tomorrow's citizens, sixth grade students will focus their studies on broad horizons. They are already aware that the lives of the citizens of the United States are becoming increasingly involved with the lives of people throughout the world.

The chief emphasis in the sixth grade social studies program will be to understand the neighboring American countries from a cultural standpoint. An understanding will be developed of the importance and relationship of these countries to the United States and to other countries of the world.

In the study, relationships will be drawn between geographical conditions, historical backgrounds, cultural habits and traditions and the present way of life. The aspirations, problems, and future courses of these countries will be considered.

Students will gain insight into conditions and situations that affect the way people of the various countries think and act in dealing with the problem of satisfying basic human needs.

The role of the United States in helping these countries secure identification with others will be considered.

This is an example of a topic under Unit VIII, developed in greater detail than the other topics or units.

Objectives

A. To understand why Latin America and the United States should be firm allies.
B. To help children understand that the high degree of interdependence of the world requires that nations must be concerned about the welfare of others.
C. To help children understand that because not all nations possess all the resources necessary to satisfy all the wants people have, it is necessary to share with others through trade.
D. To help children understand that trade among nations is increased as transportation and communication are developed and improved.
E. To help children understand that the benefits derived from increased trade and knowledge of other peoples is not always available to others due to conditions that are unfavorable, and which must be corrected if all are to enjoy a higher standard of living.

Generalizations

Different countries have different climates, different material resources, different amounts of capital, and different ways of doing things.

Because of these differences, some countries are able to produce certain things better and more efficiently than they can others.

If the people of a nation wish the highest standards of living, they should generally try to produce those goods which they can make better and more efficiently than other countries can.

Countries that are able to carry on trade with others are benefitted in that they may have more and better goods and services.

Some countries are unable to produce goods and services desired by others, due to handicaps which have not been resolved. Efforts to improve their general welfare are dependent on the help of other nations.

Technological improvement is more difficult when there is a low level of nutrition and education.

The prevailing culture in which a person lives determines his way of thinking and acting to a large extent.

Our country, the United States, must play an important role in helping underdeveloped nations.

Content

I. Economic Conditions that Contribute to Underdevelopment in Peru and Bolivia
   - A. Limited Resources
     1. Natural
     2. Human
     3. Monetary
   - B. Uneven distribution of resources
   - C. Inaccessibility of natural resources
   - D. Inability to produce goods and services of value to others
     1. Lack of knowledge
     2. Lack of capital
     3. Lack of tools
     4. Political instability
     5. Poor transportation
     6. Lack of a medium of exchange
     7. Lack of diversification of production
     8. Overpopulation
     9. Debilitating diseases

II. Basic needs for solution of problems
   - A. Knowledge
     1. Technological
     2. Scientific
     3. Medical
     4. Social
     5. Spiritual
   - B. Technical assistance
     1. Exchange programs

C. Increased trade with others through improved transportation and communication
D. Creation of need
E. Adequate level of nutrition
F. Need for group identity

III. Sources of Aid
U.N. (United Nations)
O.A.S. (Organization of American States)
I.N.C.A.P. (Institute of Nutrition for Central America of Panama)
W. H. O. (World Health Organization)
CROP (Christian Rural Overseas Program)
CARE
UNICEF (United Nations International Children's Emergency Fund)
Peace Corps
Church Agencies
Private Investment

Vocabulary

alpaca
altitude
altiplano
antimon
balsa
by-product
chuno
coca
coastal plain
Colonial Period
hacienda
illiterate
iodine
Incas
isolated
landlocked country
llama
mestizo
nitrate
nitrogen
ocean current
Pizarro
prehistoric
pancho
quinine
quinca
revolution
smelter
taqua nuts
tungsten
vicuna

Student Activities

Discuss plans for the unit.
Build outline of information the class would like to explore.

Do individual and group research in selected topics.

Discuss and discover problems peculiar to the country.

Dramatize Pizarro's conquest of the Incas.

Draw a mural depicting the features of the culture.

Make a plaster and burlap map of the Andes Mountains of Peru and Bolivia.

Pretend to be a Creole and write a friend complaining of Spanish rule.

Collect pictures for bulletin board.

Plan to do a simple piece of weaving. Use strong colors.

Plan to mold a piece of pottery to be decorated.

Make flags of the countries studied using cloth and crayon.

Read stories of Peru and Bolivia.

Do research on the mining and processing of tin.

Conduct a panel discussion on whether you think the government of Bolivia should or should not have seized control of the tin mines.

Conduct a discussion on why we keep buying tin from Bolivia when we can get it cheaper somewhere else.

Invite a speaker or traveler from Bolivia or Peru to talk to you.

Show slides from the private collection of a tourist.

Discuss problems of farming high in the Andes.

Compare preservation of food in Peru with that in the United States. Give reasons for the differences noted.

Discuss ways of helping less fortunate families in a neighborhood. Relate this to ways in which our country might help underdeveloped countries.

Cite specific projects you know about through your church or any other agency.

Learn songs and dances of Peru and Bolivia.

Learn games of Peru and Bolivia.

Pretend to be a native of a particular country. Give reasons why a tourist would enjoy a visit.

As a guide set up a tour of the most unique spots in your country.

Take part in UNICEF collections for children of these countries.

Exchange letters and art work with children of either country.

Check with local industries to find out about business ties with these countries.

Plan a current event scrapbook about Peru and Bolivia.

Visit a South American section of a museum.

Bring to class any objects made in Peru or Bolivia. Plan to exhibit and label them.

Evaluation

Pupil reports—individual and committee

Pupil notebook—maps, reports, illustrations, clippings

Objective tests
- completion
- multiple choice
- true-false
- matching
- location on outline maps

Creative writing

Dramatizations

Map work

Displays

Increased interest in and sensitivity to the problems of under-developed countries

Sixth Grade Resources

A. Books

1. Books for the Teacher

Blough, Glenn O. *Science and the Social Studies in Today's Elementary School.* Twenty-seventh Yearbook of the National Council for the Social Studies. A department of the National Association, Washington, D. C. 1956-57

Bruner, Jerome S. *The Process of Education.* Cambridge: Harvard University Press. 1960

Merritt, Edith, *Working With Children in Social Studies.* San Francisco; Wadsworth Publishing Company. 1961

James, Preston E. *New Viewpoints in Geography.* The twenty-ninth Yearbook, National Council for the Social Studies, a department of the National Education Association, Washington, D. C. 1959

Jarolimek, John. *Social Studies in Elementary Education.* New York; Macmillan Company. 1959

McLendon, Johnathan C. *Teaching the Social Studies.* What Research Says to the Teacher, No. 20. Department of Classroom Teachers, American Educational Research, Association of National Education. 1960 Excellent

Michælis, John U. *Teaching the Social Studies.* Prentice-Hall, Inc. New York, N. Y. 1963

Michælis, John U. *Social Studies in the Elementary School.* The Thirty-second Yearbook of the National Council for the Social Studies, a department of the National Education Association, Washington, D. C.

Moffatt, Howell. *Elementary Social Studies Instruction.* Longman's Green and Company, New York, N. Y. 1952

The United States and Latin America, The American Assembly, Columbia University, Dec. 1959

Herring, Hubert, *A History of Latin America,* N. Y., Alfred A. Knopf, 1956

2. Books for Children

Bailey, Bernadine, *Bolivia and Peru,* Whitman

Bannon, Laura May, *Gregorio and the White Llama,* Whitman

Bennet, Rowena, *Runner for the King,* Follett

Buehr, Walter, *Oil, Today's Black Magic,* W. Morrow & Co., Inc., N. Y. 1957

Buehr, Walter, *Underground Riches,* W. Morrow & Co. Inc., N. Y. 1958

Clark, Ann Nolan, *Looking For Something,* The Viking Press, N. Y. 1952

Clark, Ann Nolan, *Secret of The Andes,* The Viking Press, N. Y. 1952

Desmond, Alice, *Lucky Llama,* Macmillan

Desmond, Alice and Others, *Boys of The Andes,* Heath

Forsee, Atlesa, *Miracle For Mingo,* J. P. Lippincott Co., Philadelphia 1956

Gray, Hancock, Gross Hamilton, Meyers, *Exploring American Neighbors*, Follett, N. Y. 1958
Goetz, Delia, *Other Young Americans: Latin American Young People*, W. Morrow & Co. N. Y. 1948
Heyerdahl, Thor, *Kon-Tiki*, Rand
Hoffman, Eleanor, *The Search for The Gold Fishhook*, Dodd, Mead & Co., N. Y. 1951
Irving, Robert, *Rocks, Minerals and The Stories They Tell*, Alfred A. Knopf, Inc. N. Y. 1956
Lee, Rector L., *Song of The Honda*, Little, Brown & Co., Boston 1953
Lewis, Alfred, *Treasure in The Andes*, Abingdon Press, N. Y. 1952
Lindop, Edmund, *Understanding Latin America*, Ginn and Co., N. Y. 1960
Mazer, Virginia, *The Children Downstairs*, Friendship Press, N. Y. 1951
Means, Phillip A., *Tupak of The Incas*, Scribner
Nevens, Albert J., *The Adventures of Pancho of Peru*, Dodd
Nevens, Albert J., *The Adventures of Ramon of Bolivia*, Dodd
Parish, Helen R., *At The Palace Gates*, Viking
Pollock, Katherine, *Sandalio Goes To Town*, Scribner
Valcarcel, Luis E., *Indians of Peru*, Pantheon
Whitridge, Arnold, *Simon Bolivar, the Great Liberator*, Random House, Inc., N. Y. 1954
The Story of India by Kimball Wiles and Seymour Fersh
The Story of France by Kimball Wiles and Richard Thomas
The Story of Indonesia by Kimball Wiles and Elizabeth A. Baker, and G. Durwood Baker
The Story of Pakistan by Kimball Wiles and Ruth Beck
The Story of Portugal by Kimball Wiles and Richard Thomas
The Story of Spain by Kimball Wiles and Richard Thomas
The Story of Afghanistan by Kimball Wiles and Harold L. Amoss

3. *Films*

Amazon Family, 18 min. (color) Julien Bryan: IFF
The Amazon: Life Along the River in Peru 17 min. (color) Academy Films
Bolivar: South American Liberator 11 min. (color) Coronet
Farmers of The Andes: Plateau Agriculture 11 min. (color) Hollywood Film Enterprises
Geography of South America: Countries of The Andes 10 min. (color) Coronet
High Plain 20 min. (b & w) Julien Bryan for CIAA
Highlands of The Andes (Peru) 20 min. (b & w) Louis de Rochemont Ass. United World
The Incas 10 min. (color) Coronet
Life in The High Andes 11 min. (color) Coronet
People of Peru 11 min. (color) Hollywood Film Enterprises
Peru 21 min. (b & w) Julien Bryan for CIAA
Peru (Our Latin American Neighbors) 17 min. (color) Centron Corp. for McGraw-Hill

Peru: People of The Andes 16 min. (color or b & w) EBF
Peru: People of The Mountains 11 min. (b & w) Erpi; EBF
Peru's Coastal Region 12 min. (color) Herbert Knapp, Castle
Peruvian Plateau: Problem of Industry and Transportation 10 min. (color) Hollywood Film Enterprises
Plantation in Peru: Sugar From The Desert 11 min. (color) Hollywood Film Enterprises
Roads South 18 min. (b & w) Julien Bryan Castle
South America 27 min. (color) Julien Bryan IFF
Story of Copper 33 min. (color) USBM and Phelps Dodge Corp.
Wealth of The Andes 19 min. (color) Herbert Knapp for CIAA

4. Filmstrips

Highland People of Bolivia (color) Encyclopedia Britannica
Inca Lands in Peru (color) Encyclopedia Britannica
Lands and People of The Middle Andes—Ecuador, Bolivia and Peru Society for Visual Education
Pan-American Highway (color) Encyclopedia Britannica
Peru (b & w) Encyclopedia Britannica

5. Magazines and Pamphlets

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